

CHAPTER IV

*Responses to the Questionnaires:
Analysis and Assessment*

Chapter - IV

Responses to the Questionnaires : Analysis and Assessment

4.0 Introduction :

The chapter presents analysis and assessment of responses to the questionnaire. In accordance with the criteria put forward by U.G.C, Coordinators and Editors have prepared the textbooks *English for communication* of compulsory English for B.A. students of Shivaji University. In order to find out more details about the editorial work they carried out and their specific objectives, a questionnaire was prepared and responses were sort from the members of the Editorial Committee. Similarly in order to find out the teacher's reactions' positive or negative, in regard to the prescribed textbooks and the problems they confronted while teaching the new textbooks and also to know from them suggestions for the improvement of the textbooks, a questionnaire was prepared and submitted to the teachers for their responses. The problems the students face while learning and studying the textbook(s) are bound to be different from the problems met with by the teachers. In order to assess the actual learners' problems during the learning process and the 'appropriateness' and also the success of the new textbooks, in regard to them, a separate questionnaire was prepared for the students and presented to them in the classrooms in respective colleges.

4.1 Responses to the Questionnaire for Coordinators and Editors: Analysis & Assessment:

The Questionnaire was sent by post to the members of Central Co-ordination Committee and Editorial Board, appointed to prepare the *English for Communication* textbooks prescribed for the B.A. students of Shivaji University. The researcher received positive and immediate response from the members. The researcher met some members personally also to know their views. Out of sixteen member twelve responded. Their responses are analyzed and assessed below. As many of the questions were open-ended, a

variety of responses were received. These responses are analyzed and assessed as per the sequence used in the questionnaire.

4.1.A Analysis of the Responses :

Q. 1) What is the basic assumption behind the 'English for Communication' texts prescribed for the B.A. students of Shivaji University?

According to the responses received the basic assumption behind the preparation of these texts is to develop the 'communicative competence' of the students. The texts have been prepared to develop the skills like Reading Comprehension, Writing Compositions and Correct Usage, to widen the horizon of the learners' knowledge, to make them familiar with modern English being written in the English speaking as well as Afro-Asian countries, to enable students to communicate through English with confidence. English is considered not as a knowledge-based, but as a skill-based subject. So, the intention behind the textbooks is to provide enough material, tasks and opportunities for learning which help the students to be competent in their use of English.

Q. 2) Which criteria are used in the selection of units for Communication Skills?

It is stated clearly in all responses that the U.G.C. guidelines had been followed in the selection of units for Communications Skills. Besides, criteria like social awareness, difficulty level, usability, adaptability had also been considered. The units had been selected taking into account the relevance, the requirement of the time, the needs of the students and also the practical considerations. The units covered simple as well as advanced Communication Skills.

Q. 3) Which criteria are used in the selection of prose passages and poetry?

As it is mentioned in all responses, the prose passages and poems were selected taking into account the difficulty level and the

level of suitability for each class. Wherever necessary, the excerpts from the original passages were edited to some extent. The selection depended also on the socio-cultural factor and the human values expected to be represented in the texts. So the current socio-cultural issues are reflected in the prose passages and poems. Another criterion for the selection of the prose passages was the length of the passages, necessary to control the reading load and to facilitate intensive teaching. The principle of 'simple to advanced level' was followed for all the three levels. e.g. from prosaic concept based passage at Level -1 to passages of literary nature at Level-3. Passages were selected to make students aware of value education widening the horizons of knowledge and making them familiar with modern English.

Q. 4) These texts emphasize the development of Reading Comprehension, Writing Composition, Advanced Grammar and some selected Communication Skills. What do you think about the Speaking Skill?

All members agreed that there was not much scope for the introduction of the Speaking Skill. It is because these textbooks have been prepared keeping in view the policy of the University in conducting examinations. Even though the Board of Studies of English has tried and demanded the inclusion of testing Speaking Skill as part of the final examination, the University authorities have declined to do so on account of administrative and financial constraints. But it does not mean that Speaking Skill is totally ignored in these textbooks. The reading passages as well as some Communication Skills expose the students to the use of the Speaking Skill, but unfortunately, it is neither tested internally nor in the final examination. The majority of the respondents have stated that it is high time that we introduce the Speaking component as well in our syllabus.

Q. 5) What do you expect from the teachers?

The expectations revealed in the responses are as follows:

1. The teachers should innovate new ideas & work as facilitators.

2. They should be motivated and should motivate the students.
3. They should allow learners to learn by themselves.
4. They should expose students to the English language.
5. They should use lecture method.
6. Teachers are expected to ask students to work on projects. They should organize group work in the classroom itself on the basis of the Tasks prescribed in the textbooks.
7. The teachers have to improvise the language necessary of teaching communication skills. And before coming to the class they should prepare at length on the relevant methodology to teach particular skill in the classroom.

Q. 6) The list of Reference Books, especially for section-II is not given. Why?

According to the most of the members the aim of the units in Section-II is to control teaching and learning both with a view to completing the syllabus within particular time limit. Teachers and students are not expected to go beyond it. A teacher can refer to the other books on the same topic for his own teaching purpose, but this is not expected from the students. Instead of referring to the material given in print form, it is expected that the teacher should use newspapers, journals magazines etc.. The textbooks are supposed to be skill-based and so, it is assumed that they would encourage the students to go to the various sources such as newspapers, magazines and such other material that is available to them for the development of the skills. In view of this it is not considered necessary to give reference books.

But, according to a few respondents, it is necessary to provide the list of Reference Books. Two respondents preformed not to answer this question, may be out of their inability to decide on their own.

- Q. 7) In the pattern of question paper, it is stated that 'the tasks given in the textbook should be taken as models and are not to be used for the examination paper'. Is there any special purpose for this?

As the respondents inform it is because the members expect that the teachers and the paper setters should improvise new tasks based upon the models given in the textbook. The purpose is to avoid rote learning, to counter the influence of guides, to test students' ability to apply the acquired knowledge of skills to new situations and to stop copying at the final examination.

- Q.8) There is more focus on Grammar in B.A. I textbook. Why?

The members have pointed out the reasons for that. While preparing this textbook 'it was borne in mind' that there is a lot of backlog in the acquisition of English, specially, in basic concepts of English grammar. So this textbook aims at revising and introducing a little practice in basic structures in grammar essential for the Writing Skill. The purpose is to enhance the students' basic performative abilities and to get rid of the fear of English language.

- Q.9) To what extent do these textbooks fulfill your basic assumption?

Most of the members think that these textbooks would realize their basic assumption to a very great extent. They answer this question using expressions like 'satisfactory', 'to a certain extent', 'up to the limit of the possibility', 'some amount of success', 'definitely fulfill' etc. But one member answered 'not much' It is also mentioned that there is no authentic device to find out how far the students have been benefited but we can claim that there is a lot of awareness of using English for different kinds of communication. It has, certainly, made a lot of difference in the teaching methodology in the classroom. The success of this kind of syllabus depends on the initiative taken by the teachers and the students. These textbooks provide a very good device, a kind of model for them to go on. And in this lies the fulfillment of the basic assumption of these textbooks.

Q. 10) To what extent are these textbooks more innovative compared to the old textbooks?

All members agree that these textbooks are innovative. They are prepared in compliance with the suggestions made by other, demands of the teachers and needs of the students. They are more user-friendly, learner-centered and experimentive. The students are expected to read, write and speak English at least to some extent. They cover more vocabulary, grammar, comprehensive exercises and provide exposure to current English through passages and poems selected for Reading comprehension. They are prepared in order to bring in new material which expose the teachers and the students to new ideas and new techniques.

4.1. B Assessment of the Responses:

- i) It is seen from the responses that the purpose of these textbooks is to develop 'communicative competence' which is the prior need of the time.
- ii) It becomes clear that the committee members had tried to create balance among the U.G.C. guidelines, the suggestions made by the teachers and the students, the availability of time, etc..
- iii) It appears from the responses that they had carefully selected the prose passages, poems and units of Communication Skills to make the students familiar with English as used in various situations and to enhance their exposure to English. It shows their sincere efforts and concern for the students.
- iv) The members expect teachers to be innovative for the successful implementation of these textbooks.
- v) Though the members demanded the inclusion of testing Speaking Skill at final exam, it was declined on account of administrative and financial constraints. However, the members' efforts to promote the Speaking Skill need to be appreciated.

- vi) It is seen from the responses that the efforts are taken to implement new ideas in the present textbooks to make them practical oriented, innovative and suitable for the students.
- Vii) The proper steps have been taken to stop rote learning and to encourage creativity in the students and the teachers.
- Viii) Ideas behind these textbooks, criteria used in the selection of the prose passages, poems and units of Communication Skills, the desire of the members to provide suitable textbooks to the students and the teachers can make the learning process easy and interesting.

4.2 Responses to the Questionnaire for Teachers:

Six colleges in urban area and seven colleges in rural area, totaling to thirteen colleges, from Kolhapur, Sangli and Satara districts were selected. The questionnaire was administered to the teachers who teach the textbook, *English for Communication*, to B.A.I, B.A.II, and B.A. III classes. In all, thirteen teachers responded. Their responses are analyzed and assessed below.

4.2.1 Responses to the Questionnaire for B.A.I Teachers : Analysis and Assessment.

A) Analysis of the Responses:

Q.1 (a) Do you know the objectives mentioned in the textbook?

The responses indicate that all teachers know the objectives mentioned in the textbook.

(b) If yes, what is your impression about these objectives?

According to the most of the teachers, the objectives mentioned in the textbook are appropriate, useful, applicable in practical life, relevant at this level as a bridging course. The objectives are closely comparable to the ideal objectives of English language Teaching (ELT). They sharpen the intellect, the thinking power and judgment, the capacity for and also the choice of correct answer. One of the teachers mentioned that the objectives stated

in the textbook are not self-explanatory for the students. If they had been explained in detail, the understanding of the learners would have been different.

According to some teachers, to some extent, these objectives are fulfilled through the prescribed textbook. Though the objectives are quite proper, their perfect implementation is not impossible.

(c) Is the textbook prepared according to these objectives?

According to the majority of the teacher (92%), the textbook is prepared considering these objectives.

Q. 2 What do you think about the content covered in the textbook?

Many teachers (69%) feel that the content covered in the textbook is manageable while the 31% of the teachers feel it very heavy.

Q. 3 (a) What are your expectations from a good textbook?

The teachers expect the following things from a good textbook:

- i. A good textbook should explain its objectives and how the text will achieve them.
- ii. It should aim at developing communicative competence. It should inculcate the four skills which initiate the students to make proper communication.
- iii. It should be interesting, inspiring, student-oriented and practically useful.
- iv. It should be printed and bound in a nice manner, without spelling and grammatical mistakes.

(b) Does the textbook fulfill your expectations?

The 69% of the teachers have given positive response to this question but 31% teachers do not think so.

Q. 4 To what extent do the units in the textbook promote each of the four skills?

The responses to this question are presented in tabular form.

Table 1

Skills	Responses		
	To a great extent	To some extent	Not at all
Listening	62%	31%	7%
Speaking	-	62%	38%
Reading	62%	38%	-
Writing	46%	54%	-

Q. 5 (a) Is English grammar adequately discussed in the textbook?

The 77% of the teachers find that grammar is adequately discussed in the textbook, while 33% teachers do not think so.

(b) If no, give your comments in this regard?

Those who think that grammar is not adequately discussed in the textbook have recorded their observations in this regard. According to them, the inadequate discussion doesn't properly motivate the students. They maintain that it is difficult to establish link between grammar units, because the chronology of grammar units is disturbed.

Q. 6 (a) Are there enough questions on Reading Comprehension?

All teachers are positive in their responses. They accept that there are enough questions on Reading Comprehension.

(b) If no, give your comments in this regard?

Nil.

Q. 7 How often do you use the textbook?

The responses to this question are presented below in a tabular form.

Table 2

Responses	Frequency
Frequently	92%
Sometimes	8%
Very Rarely	Nil

Not at all	Nil
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Q. 8 (a) Have you faced any problems in using the textbook?

The 54% of the teachers responded that they had not faced problems while using this textbook. But, 46% teachers faced some problems.

(b) If yes, what are these problems?

The teachers who faced the problems in using this textbook have pointed out the problems like the non-involvement of the students while teaching prose passages and poems, the heavily stuffed grammar element, and comprehension, the length of the prose, creating difficulty in completing them in time, and little scope for learning on one's own.

Q. 9 Do you need any other material than the textbook to improve you're their students' Reading and Writing skills?

The 85% of the teachers expressed need for other material to improve their students' Reading and Writing skills, while 15% did not feel any need of extra material.

Q. 10 General impression about the textbook in the context of strengths and weaknesses.

The researcher received a variety of responses. The strengths of the textbook pointed out by the teachers are that it is well organized, it provides raw material for minds to think, to dream, to move ahead. The textbook helps to develop personality through value education. It develops grammar to a great extent. There are enough exercises on grammar and vocabulary.

The weaknesses of the textbook pointed out by some of the teachers are that, it is difficult for the rural students to grasp; there is excess of Grammar in the textbook; it is not directly relevant to the active area of the students need. It was stated that it hardly provides any opportunity to use the language in day-to-day life and a number of spelling and punctuation errors were also pointed out.

Some teachers have made suggestions as to the addition of the Speaking Skill, the introduction of 'User Tasks' to motivate students for more use of the language.

B) Assessment of the Responses:

- i) It becomes clear from the responses that the teachers are familiar with the objectives of the textbook. They find these objectives proper and suitable and feel that the textbook tries to fulfill these objectives.
- ii) It is seen from the responses that the expectations of the teachers from a good textbook are need-based, practical, genuine. Though most of the teachers feel that the present textbook fulfills their expectations; there are some teachers who are not much satisfied with the textbook. It means the textbook requires some improvements.
- iii) It can be seen from Table-1 that most of the teachers feel that Listening and Reading Skills are promoted to a great extent while Speaking and Writing skills are promoted only to some extent. It indicates that skills like Speaking and Writing need to be promoted more.
- iv) The grammar discussed in the textbook is for remedial purpose. Many of the teachers find it heavy and scattered. That's why they cannot give proper justice to it.
- v) Table 2 shows the usability of the textbook. It indicates that the teachers find this book interesting and useful.
- vi) It is essential to note the problems stated by the teachers in using this textbook because it may affect teaching and learning.
- vii) It becomes evident from the responses that the teachers are innovative. They use other material also to develop skills in the students. On the other hand, it may mean that they do not get sufficient practice in the textbook.
- viii) The strengths and weaknesses pointed out by the teachers suggest that they have thoroughly studied the textbook.

- ix) The suggestions made by the teachers are noteworthy which will make the textbook more practical and useful.

4.2.2 Responses to the Questionnaire for B.A.II Teachers : Analysis and Assessment

A) Analysis of the Responses:

Q 1 (a) Do you know the objectives mentioned in the textbook?

All teachers know the objectives mentioned in the textbook.

(b) If yes, what is your impression about these objectives?

All the teachers agree that the objectives mentioned in the textbook are well-defined, ideal, good, useful, reasonable and fit to the level they are prescribed. They are set keeping in view the better prospects of the students. It has been further pointed at that the objectives are not easily attainable only through the lecture method. The students need to be guided by multiple methodology of teaching. The objectives of the course are reflected in the textbook.

(c) Is the textbook prepared according to these objectives?

All teachers find that the textbook is prepared according to the objectives mentioned in the textbook.

Q. 2 What do you think about the content covered in the textbook?

All teachers feel that content covered in the textbook is manageable.

Q. 3 (a) What are your expectations from a good textbook?

The teachers expect the following things from a good textbook:

- i) A good textbook should enable students to acquire the different skills of the language and create confidence and real interest in using it.
- ii) It should be properly graded regarding the sequence that is needed for the course study.
- iii) It should provide enough exposure to language and should cover four skills of language properly.

iv) It should contain the matter that covers the themes and structures expected at the particular level of study.

(b) Does the textbook fulfill your expectations?

All teachers agree that the textbook fulfils their expectations.

Q. 4 To what extent do the units in the textbook promote each of the four skills?

The responses given to this question are presented in tabular form.

Table - 3

Skills	Responses		
	To a great extent	To some extent	Not at all
Listening	46%	46%	8%
Speaking	15%	54%	31%
Reading	62%	38%	Nil
Writing	46%	54%	Nil

Q. 5 (a) Are there variety of Writing activities?

All teachers agree to the variety of Writing activities in the textbook.

(b) If no, give your comments in this regard?

Nil

Q. 6 (a) Are there enough questions on Reading Comprehension?

All teachers agree that there are enough questions on Reading Comprehension.

(b) If no, give your comments in this regard.

Nil.

Q. 7 How often do you use the textbook?

The responses to this question are presented in tabular form as follows:

Table - 4

Responses	Frequency
Frequently	100%
Sometimes	Nil
Very Rarely	Nil
Not at all	Nil

Q. 8 (a) Have you faced any problems in using the textbook?

It is seen from the responses that only 23% teachers have not faced any problems in using the textbook; but 77% of them state that they have faced some problems.

(b) If yes, what are these problems?

The problems stated by the teachers are different. These problems are given below.

- i) The students do not understand some of the illustrations given in the book.
- ii) The vocabulary that occurs in the prose passages is very rarely used in real life situations.
- iii) The matter in the units under Section-II like 'Journalistic Reporting' and 'Notice, Agenda and Minutes' is difficult for the students.
- iv) In rural areas, sufficient copies of the textbook are not available and the students do not afford buying their own copies. As a result, the teaching process becomes one sided and it becomes difficult to teach in such situations.

Q. 9 Do you need any other material than the textbook to improve your students' Reading and Writing Skills?

54% teachers use other material than the textbook while 46% teachers do not need any other material.

Q. 10 General impression about the textbook in the context of strengths and weaknesses.

A variety of responses is received. The teachers have pointed out different areas. According to them, the textbook is well-organised, well-prepared, student-oriented and communication-oriented. The passages are of moderate length. There are enough exercises. Writing activities are highlighted. These are the strengths of the textbook.

Most of teachers have pointed out the absence of Speaking Skill. Some teachers think that the textbook doesn't include the best specimens of language. According to them, the anthology needs to be designed with more

care so as to make it more readable and interesting; some communication skills are unnecessarily crammed; the students are expected to know much.

B) Assessment of the Responses:

- i) From the responses, it becomes clear that all teachers are aware of the objectives mentioned in the textbook. They find these objectives appropriate at this level. They are satisfied with these objectives. The present textbook is well equipped to implement these objectives in the classroom.
- ii) The expectations of the teachers from a good textbook are genuine. From the responses, it may be assumed that the textbook fulfills their expectations to a great extent.
- iii) It can be seen from Table-3 that most of the teachers are of the view that only the Reading Skill is promoted to a great extent and that other skills are promoted to some extent. There are some teachers who feel that Speaking Skill is not at all promoted in the textbook. These responses suggest that the textbook requires the proper balance of the four skills.
- iv) It becomes evident from the responses that the textbook covers a variety of Writing activities and enough exercises which can provide practice to the students and can create interest.
- v) As the teachers use the textbook frequently, it can be assumed that the textbook is suitable and useful. The teachers find it worthy enough to be used in the classroom.
- vi) Though the textbook is well-prepared, teachers face some problems while using it.
- vii) Despite a few weaknesses, the textbook has some strengths. It shows how the teachers' expectation and the preparation of the textbook are in proper agreement.
- viii) It can be observed from the responses that the teachers are creative. They use other material to provide practice to the students. On the contrary it may as well indicate that they are not much satisfied with

the practice provided in the textbook. There are some teachers who use only the textbook.

- ix) Though there are some problems in using the textbook, a few weaknesses, it becomes clear from the responses that, it is praised by most of the teachers.

4.2.3 Responses to the Questionnaire for B.A.III Teachers: Analysis and Assessment.

A) Analysis of the Responses:

Q. 1 (a) Do you know the objectives mentioned in the textbook?

All teachers have given positive response to this question.

(b) If yes, what is your impression about these objectives?

The teachers find these objectives ideal, proper, suitable and practical. The textbook has been designed as per the requirements of time. It helps to inculcate good habits of Reading, Writing and Speaking Skills in the students. In order to incorporate all the objectives, the textbook has included all the related topics in it. The 67% of the teachers believe that the objectives mentioned in the textbook have been well fulfilled, while 23% teachers find them partially fulfilled.

(c) Is the textbook prepared according to these objectives?

The 92% of teachers find the textbook prepared according to the objectives mentioned in the textbook.

Q. 2 What do you think about the content covered in the textbook?

The 85% of the teachers feel the content covered in the textbook manageable; while 15% teachers feel it very heavy.

Q. 3 (a) What are your expectations from a good textbook?

The expectations received are various. They are as follows:

- i) A good textbook should encourage the students to learn.

- ii) It should cater to the expectations and the needs of the students; in other words, it should be society oriented. Its content should be close to real life and manageable.
- iii) It should introduce good literary passages.
- iv) It should develop four language skills.
- v) It should contain the topics on grammar, corrections, vocabulary, etc. to make students competent to face the problems in real life. It should take into account the difficulty level and the background of the students.

(b) Does the textbook fulfill your expectations?

According to the 62% of the teachers the textbook fulfills their expectations, while 38% teachers do not think so.

Q. 4 To what extent do the units in the textbook promote of the four skills?

The responses to this question are presented in tabular form as follows:

Table 5

Skills	Responses		
	To a great extent	To some extent	Not at all
Listening	62%	38%	Nil
Speaking	15%	54%	31%
Reading	69%	31%	Nil
Writing	62%	31%	7%

Q. 5 (a) Is there a variety of Writing activities?

All teachers agree that there is variety of Writing activities.

(b) If no, give your comments in this regard.

Nil.

Q. 6 (a) Are there enough questions on Reading Comprehension?

All teachers find enough questions on Reading comprehension in the textbook

(b) If no, give your comments in this regard.

Nil.

Q. 7 How often do you use the textbook?

The responses given to this questions are presented in tabular form.

Table 6

Responses	Frequency
Frequently	92%
Sometimes	8%
Very rarely	Nil
Not at all	Nil

Q. 8 (a) Have you faced any problems in using the textbook?

It can be seen from the responses that 46% teachers have not faced any problems in using the textbook; but 54% have mentioned that they have faced some problems.

(b) If yes, what are these problems?

In response to this question, the teachers have mentioned different problems. These problems are given below.

- i) Some units are very vast and not of moderate length, which make it difficult to complete the syllabus in detail in time.
- ii) First two units in Section II are tough to some extent for the students.
- iii) The major problem is that few students have their own copy of the textbooks. The students depend on the teacher. They remain passive in spite of the teachers' genuine efforts. Their intermittent presence hampers the teaching.
- iv) One teacher pointed out that more examples should be given in the composition units.

Q. 9 Do you need any other material than the textbook to improve your students' Reading and Writing Skills?

The 77% of the teachers express need for other material to improve their students' Reading and Writing Skills, while 23% teachers do not need any other material.

Q. 10 General impression about the textbook in the context of strengths and weaknesses.

Various strengths and weaknesses of the textbook are pointed out by the teachers. According to them, the textbook is well prepared. It is sufficient in every respect. Prose passages and poetry are interesting and of moderate length. Communication Skills are practical oriented. The textbook encourages the students to be creative and makes them think seriously about education. The textbook tries to cover the four skills of language. These are the strengths of the textbook.

Though the content in the textbook is useful, some teachers feel that language used in it is difficult for the students in the rural colleges. The claims made by the Chairman, B.O.S., do not seem true. The selection lacks the genuine interest.

The teachers have made suggestions. According to them, proper care should be taken to give scope for orals. Literary interest and pleasure must be maintained. There should be co-ordination among the textbooks prepared by the secondary and Higher Secondary Board of Education and the Board of studies in the university. Current topics should be introduced. More care must be taken while revising the textbook. The teachability of units must be assessed by the experts before including them into the textbook.

B) Assessment of the Responses:

- i) It is seen from the responses that the teachers are familiar with the objectives mentioned in the textbook. They find these objectives appropriate. Most of them notice that the textbook follows these objectives.

- ii) It appears from the responses that many of the teachers feel the content in the textbook manageable.
- iii) The teachers' expectations from a good textbook are basic practical and learner-oriented. Majority of the teachers are of the view that the textbook fulfills their expectations.
- iv) It can be seen from the Table-5 that according to most of the teachers, Listening, Reading and Writing Skills are promoted properly in the textbook. On the contrary Speaking Skill need to be promoted.
- v) It appears from the responses that all teachers get a variety of Writing activities and enough practice to develop the Reading Skill of their students.
- vi) From the responses, it can be assumed that the teachers find the textbook useful and suitable to some extent.
- vii) It is noted from the responses submitted that the textbook requires some improvements.
- viii) Despite the strengths, the weaknesses pointed out by the teachers and suggestions made by them are important to note. The problems they face are quite serious.
- ix) Some teachers use other material to improve their students' skills. It may indicate that they are not much satisfied with the textbook. It shows their innovativeness and creativity.

4.3 Responses to the Questionnaire for Students: Analysis and Assessment.

Thirteen colleges were selected for data collection. They are from Kolhapur, Sangli and Satara districts. Among them, six colleges are from rural areas and seven colleges from urban areas. The questionnaires were submitted to all the students present in B.A. I, B.A.II and B.A. III Compulsory English Classes. The following table shows their class-wise and area-wise (urban and rural) distribution.

Table – 7

Class	Urban Colleges	Rural Colleges
B.A.I	366	390
B.A.II	307	318
B.A.III	239	204

The responses of the students are analyzed and assessed in detail.

4.3 A Analysis of the Responses: The analysis of the students' responses is presented in Tabular form and Bar Diagrams (Q.1 to Q.13)

Q. 1 Is the textbook interesting?

Urban Colleges

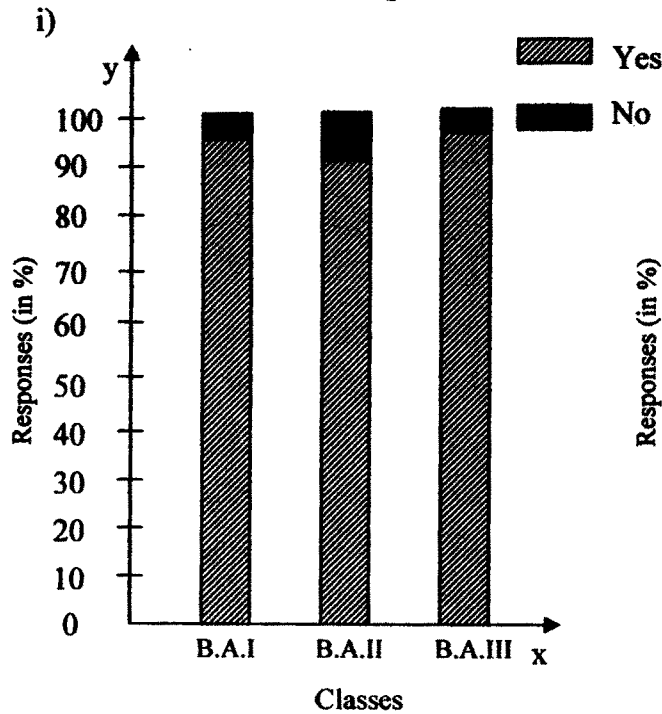
Class	Yes	No
B.A.I	97%	3%
B.A.II	94%	6%
B.A.III	96%	4%

Rural Colleges

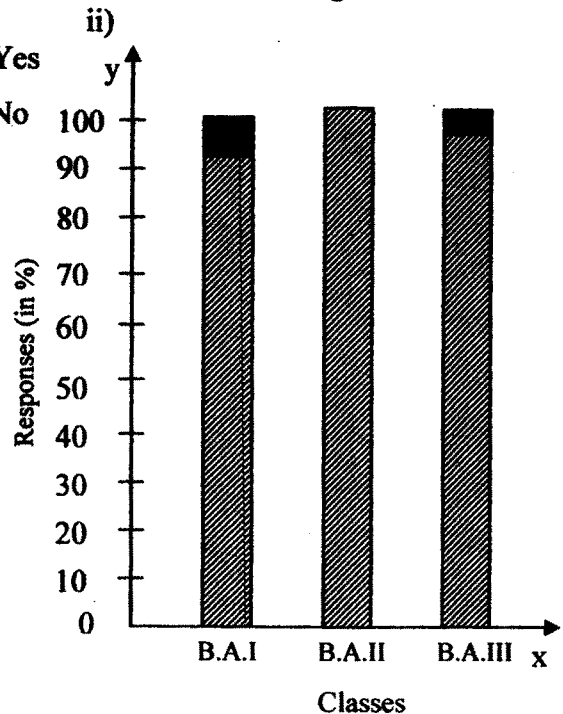
Class	Yes	No
B.A.I	95%	5%
B.A.II	100%	-
B.A.III	96%	4%

The corresponding Bar Diagrams are as follows:

Urban Colleges



Rural Colleges



Q. 2 Is the textbook difficult to understand?

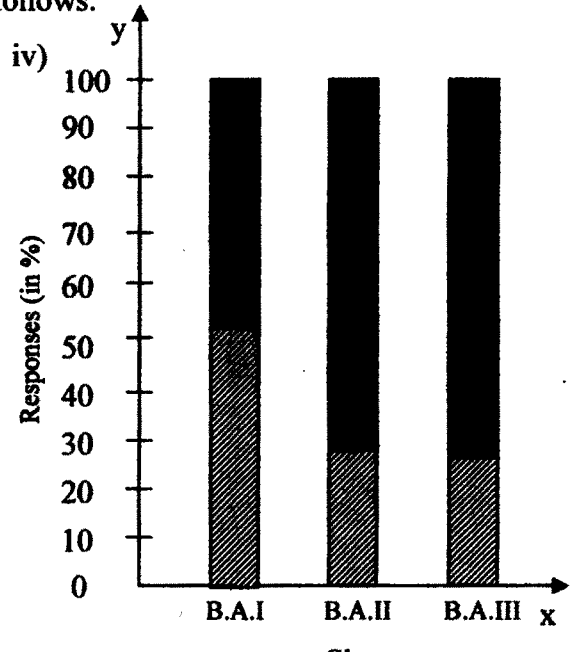
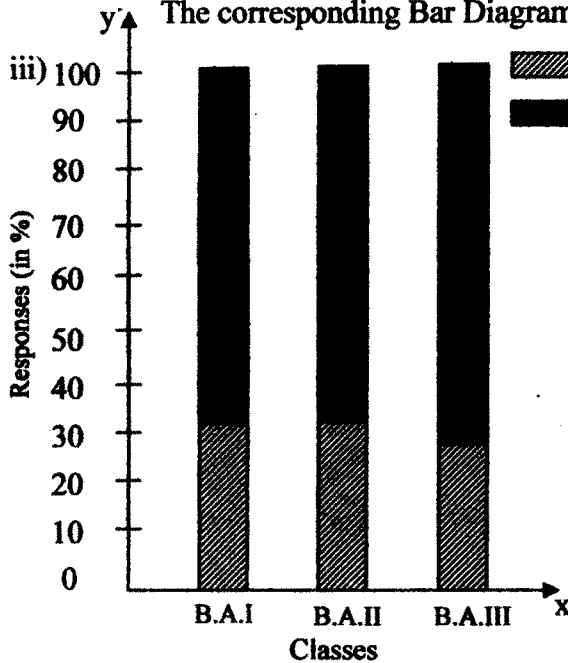
Urban Colleges

Class	Yes	No
B.A.I	31%	69%
B.A.II	31%	69%
B.A.III	27%	73%

Rural Colleges

Class	Yes	No
B.A.I	51%	49%
B.A.II	28%	72%
B.A.III	27%	73%

The corresponding Bar Diagrams are as follows:



Q. 3 Do you use your own copy of the textbook?

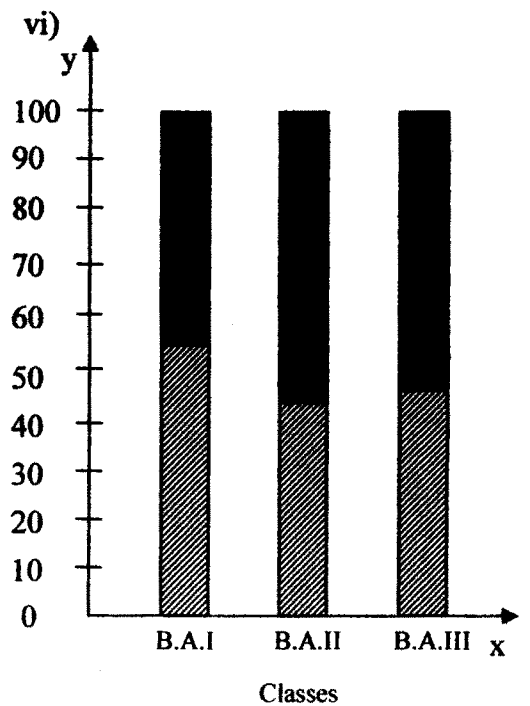
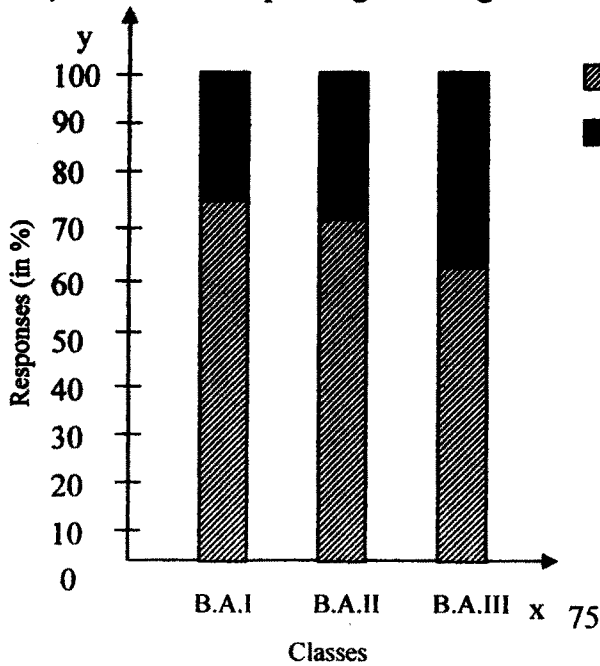
Urban Colleges

Class	Yes	No
B.A.I	77%	23%
B.A.II	72%	28%
B.A.III	63%	37%

Rural Colleges

Class	Yes	No
B.A.I	55%	45%
B.A.II	42%	58%
B.A.III	44%	56%

The corresponding Bar Diagrams are as follows:



Q. 4 Is the textbook easily available?

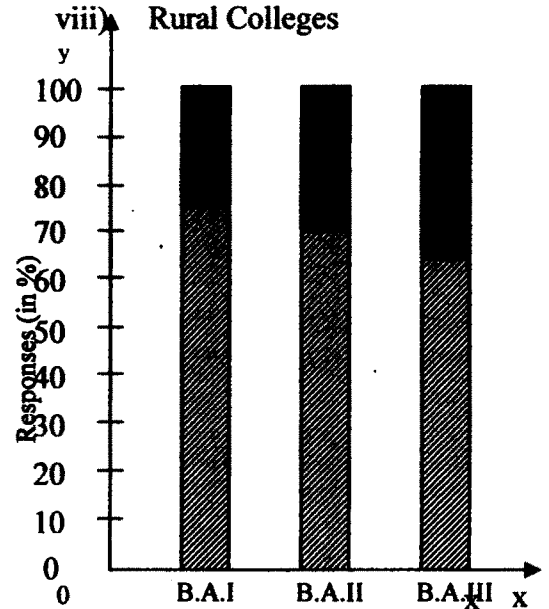
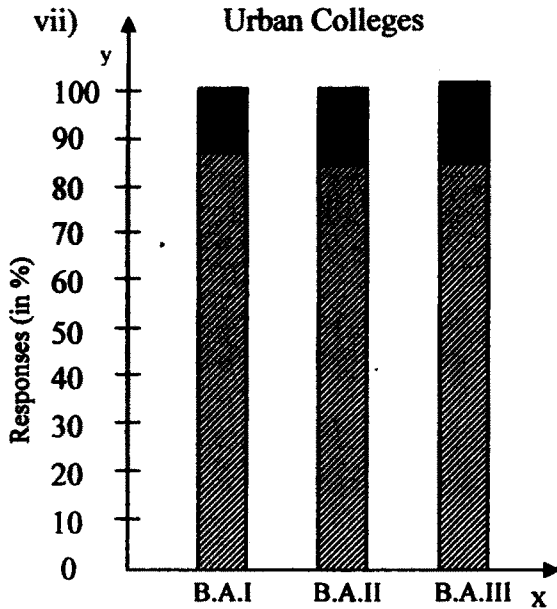
Urban Colleges

Class	Yes	No
B.A.I	86%	14%
B.A.II	84%	16%
B.A.III	85%	15%

Rural Colleges

Class	Yes	No
B.A.I	74%	29%
B.A.II	69%	31%
B.A.III	63%	37%

The corresponding Bar Diagrams are as follows:



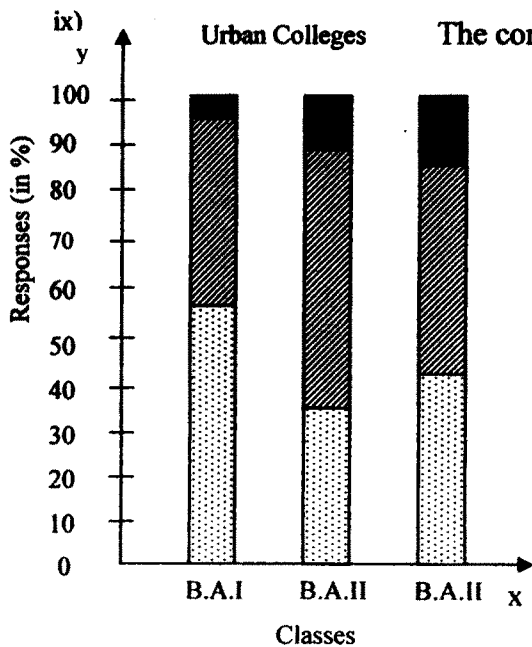
Q. 5 How often do you use your textbook?

Urban Colleges

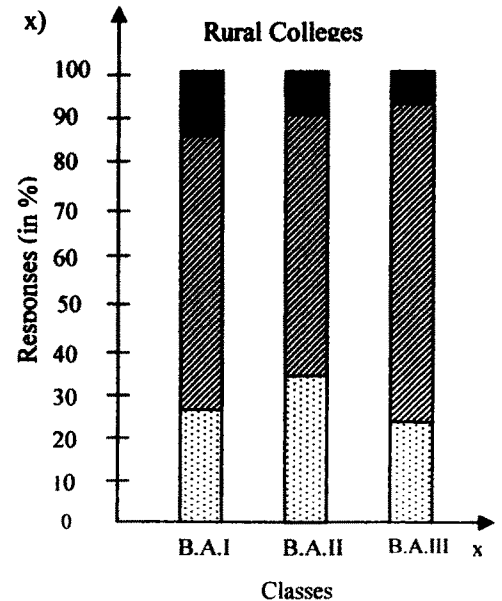
Class	Frequently	Some time	Very rarely
B.A.I	56%	41%	3%
B.A.II	33%	60%	7%
B.A.III	41%	49%	10%

Rural Colleges

Class	Frequently	Some time	Very rarely
B.A.I	26%	60%	14%
B.A.II	35%	56%	9%
B.A.III	25%	69%	6%



The corresponding Bar Diagrams are as follows:



Q. 6 To what extent does the textbook help you to learn English?

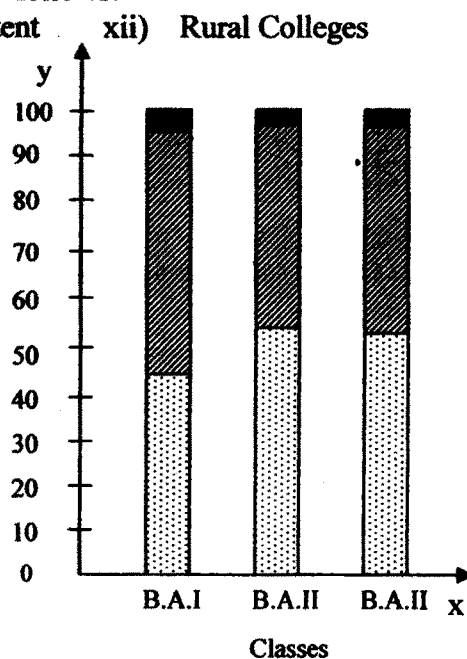
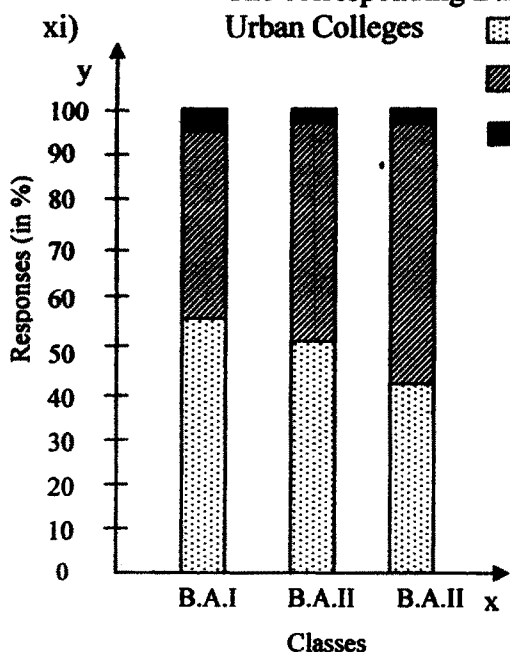
Urban Colleges

Class	Very Much	To Some extent	Not Very Much
B.A.I	56%	40%	4%
B.A.II	50%	48%	2%
B.A.III	43%	55%	2%

Rural Colleges

Class	Very Much	To Some extent	Not Very Much
B.A.I	44%	52%	4%
B.A.II	53%	44%	3%
B.A.III	52%	47%	1%

The corresponding Bar Diagrams are as follows:



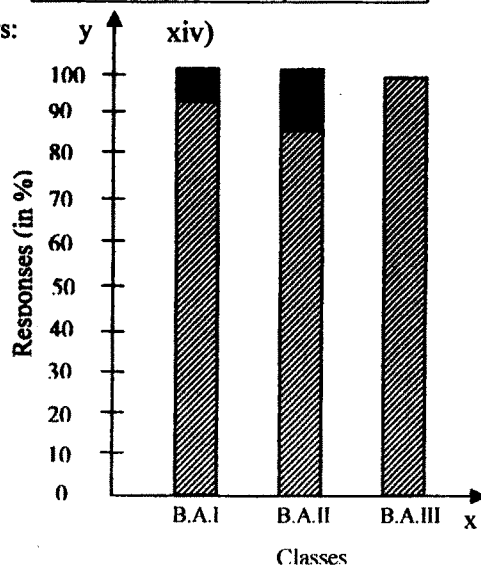
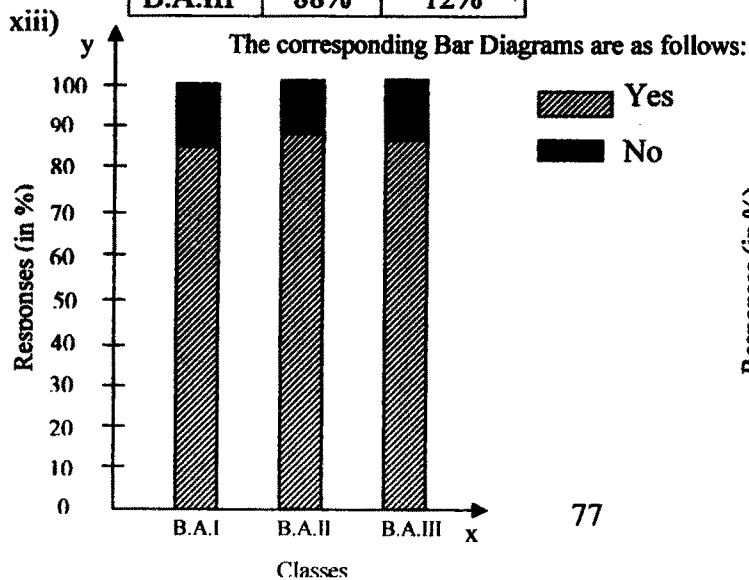
Q. 7 Is the textbook different from the last year textbook?

Urban Colleges

Class	Yes	No
B.A.I	86%	14%
B.A.II	89%	11%
B.A.III	88%	12%

Rural Colleges

Class	Yes	No
B.A.I	96%	4%
B.A.II	86%	14%
B.A.III	100%	-

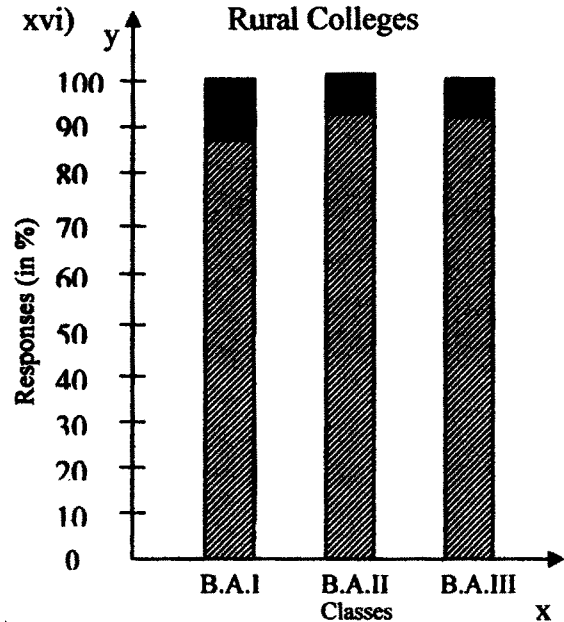
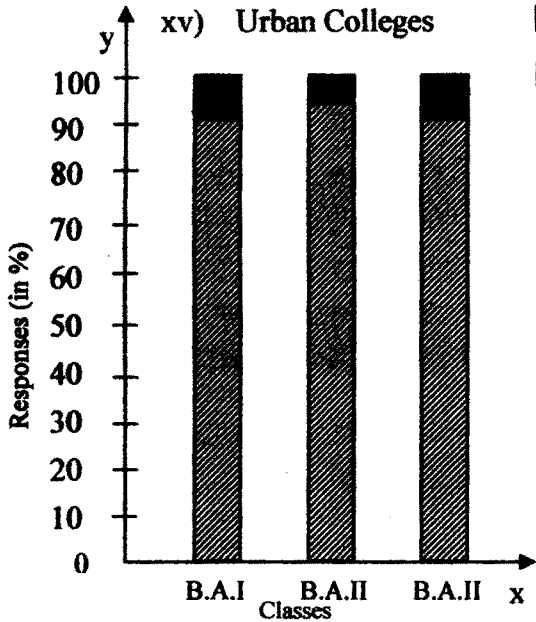


Q. 8 Do you think the textbook is advanced compared to the last year textbook?
 Urban Colleges Rural Colleges

Class	Yes	No
B.A.I	91%	9%
B.A.II	95%	5%
B.A.III	92%	8%

Class	Yes	No
B.A.I	88%	12%
B.A.II	93%	7%
B.A.III	93%	7%

The corresponding Bar Diagrams are as follows:

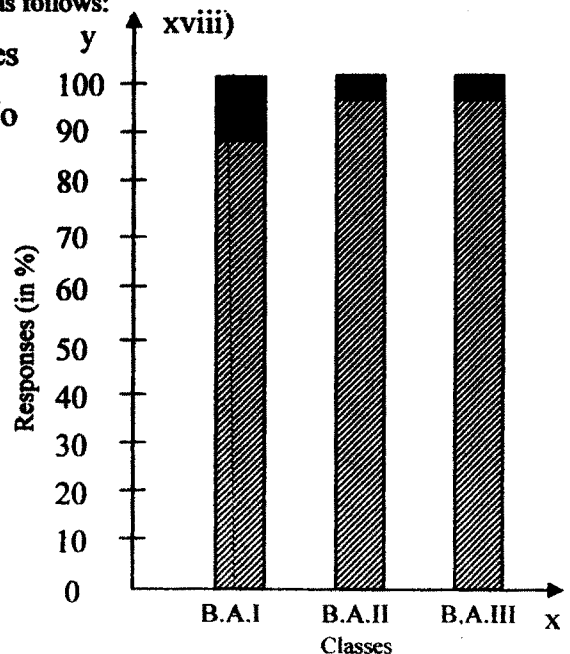
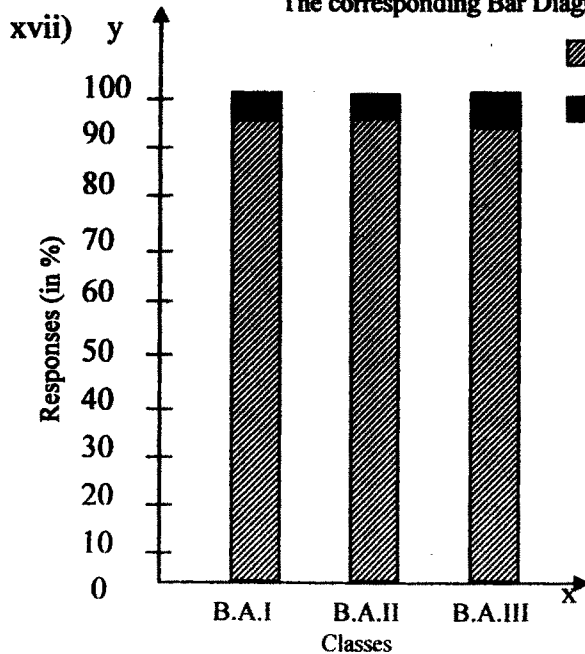


Q. 9 Do you regard the exercise on communication skills as useful?
 Urban Colleges Rural Colleges

Class	Yes	No
B.A.I	95%	5%
B.A.II	98%	2%
B.A.III	94%	6%

Class	Yes	No
B.A.I	89%	11%
B.A.II	97%	3%
B.A.III	97%	3%

The corresponding Bar Diagrams are as follows:



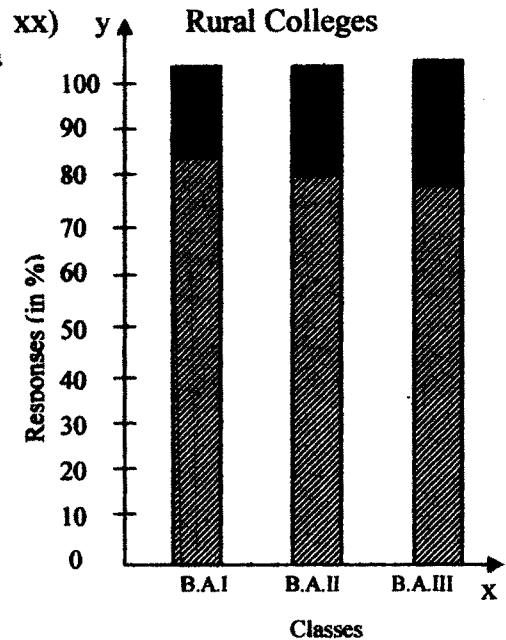
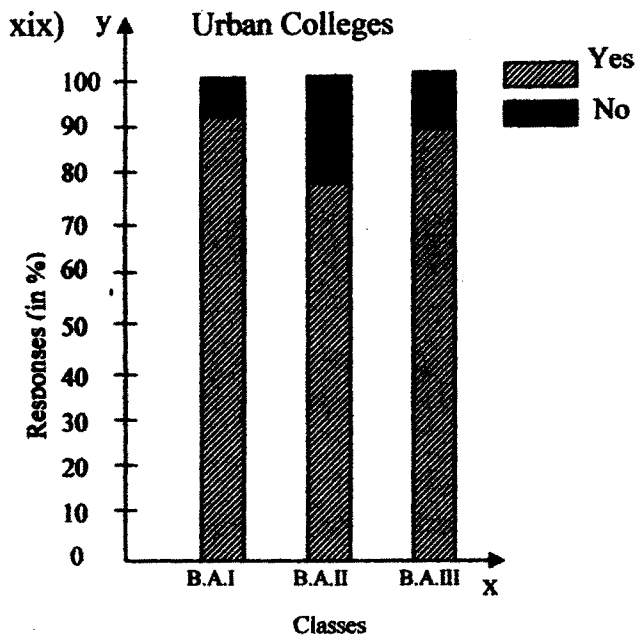
Q. 10 Do the tasks provide enough practice in Writing Skill?

Urban Colleges

Class	Yes	No
B.A.I	91%	9%
B.A.II	76%	24%
B.A.III	89%	11%

Rural Colleges

Class	Yes	No
B.A.I	82%	18%
B.A.II	78%	22%
B.A.III	77%	23%



Q. 11 What do you think of Comprehension question?

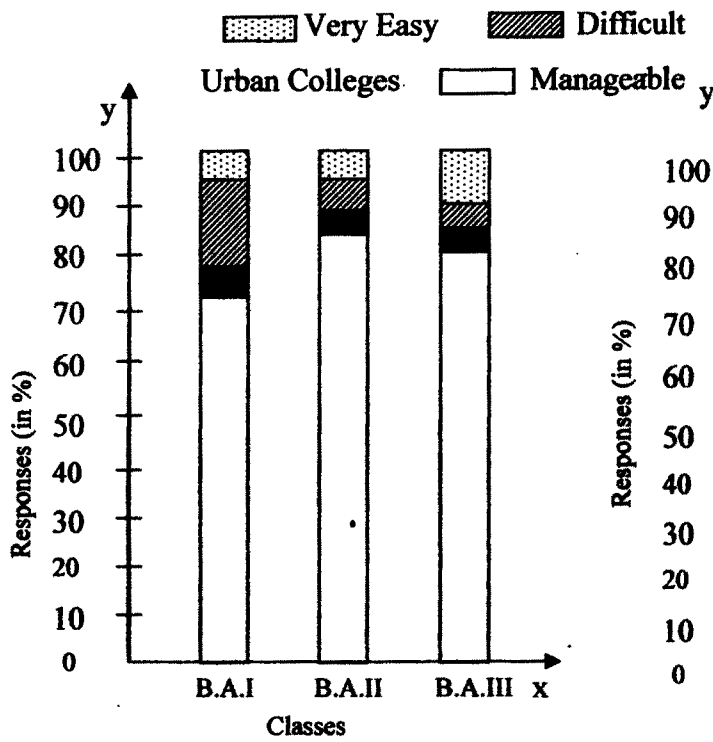
Urban Colleges

Rural Colleges

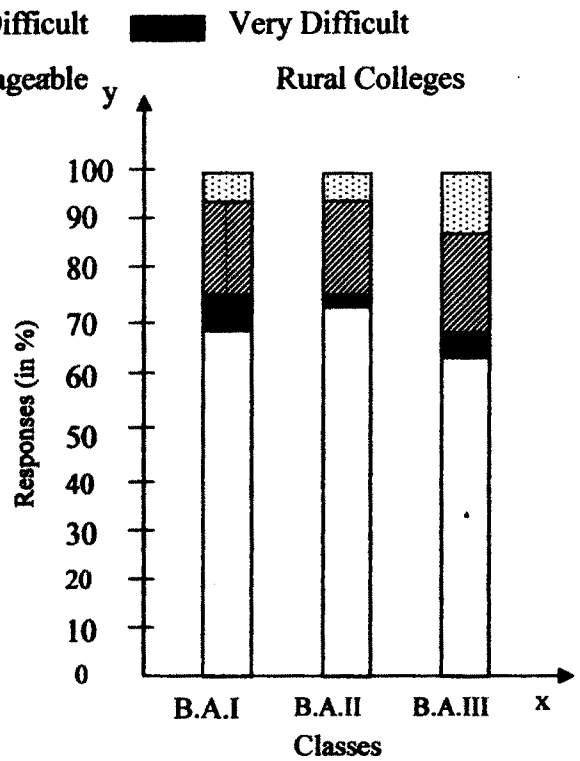
Class	Very Easy	Difficult	Very Difficult	Man-geable	Class	Very Easy	Difficult	Very Difficult	Man-geable
B.A.I	4%	19%	3%	74%	B.A.I	5%	21%	6%	68%
B.A.II	5%	10%	1%	84%	B.A.II	9%	17%	3%	71%
B.A.III	12%	5%	2%	81%	B.A.III	12%	21%	4%	63%

The corresponding Bar Diagrams are as follows:

xxi)



xii)



Q. 12 Do you enjoy learning English?

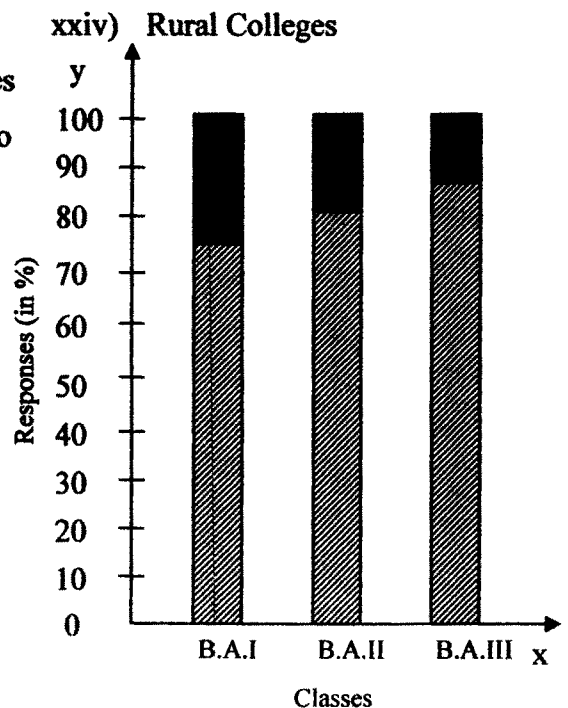
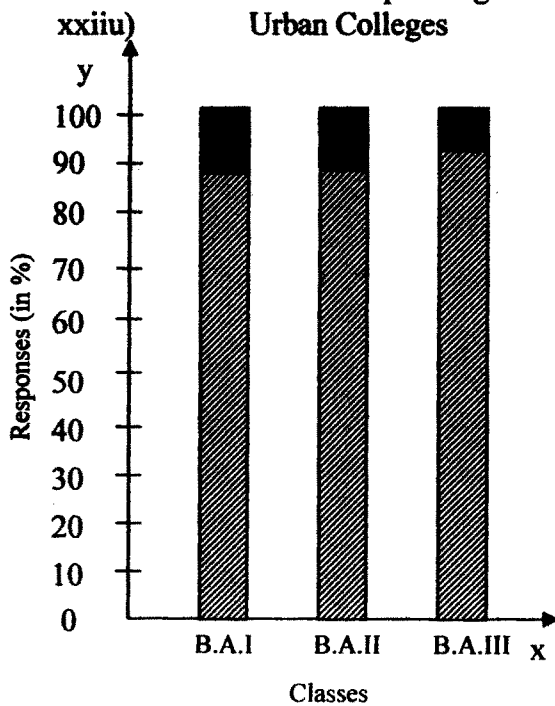
Urban Colleges

Class	Yes	No
B.A.I	89%	11%
B.A.II	89%	11%
B.A.III	92%	8%

Rural Colleges

Class	Yes	No
B.A.I	75%	25%
B.A.II	80%	20%
B.A.III	82%	18%

The corresponding Bar Diagrams are as follows:



Q. 13 Do you think English is difficult to learn?

Urban Colleges

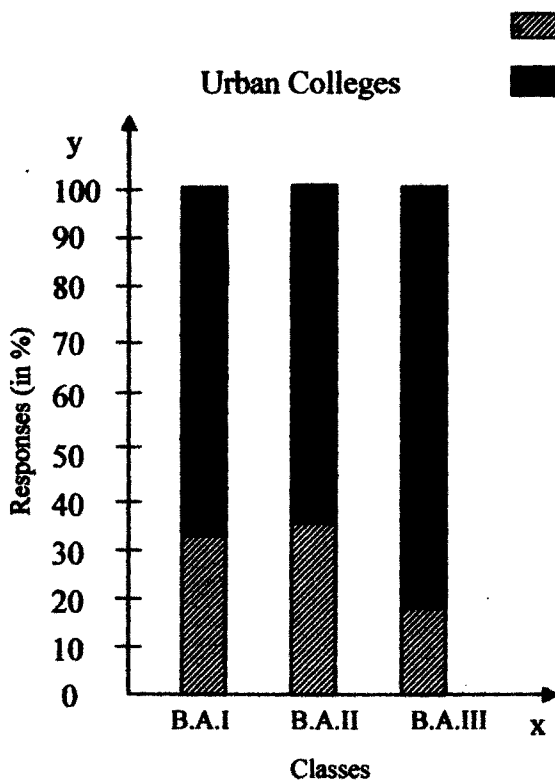
Class	Yes	No
B.A.I	33%	67%
B.A.II	34%	66%
B.A.III	18%	82%

Rural Colleges

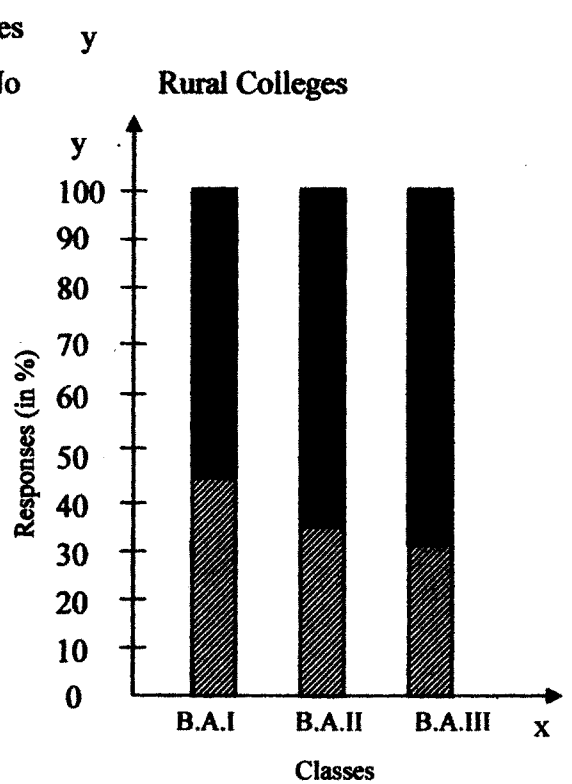
Class	Yes	No
B.A.I	46%	54%
B.A.II	37%	63%
B.A.III	31%	69%

The corresponding Bar Diagrams are as follows:

xxv)



xxvi)



Q. 14 What do you like the most about the textbook?

A variety of the responses has been received in this regard. While analyzing these responses, it has been noted that there are some students who like only prose passages or poems or communication skills or grammar. There are some students who like both prose passages and poetry, or poetry and communication skills, or prose passages and communication skills, or prose and grammar, or poems and grammar etc.. There are some students who accept the textbook as good for them. Some students like exercises given in the textbook. Many of the students have mentioned the topics they like.

These are given below.

B.A. I – Some students like the prose passages – ‘The Odyssey of Widow’, ‘Humour in Indian Life’ etc..

B.A. II – Most of the students like- ‘Telephonic Communication’, ‘Letter Writing : Official Letters’ etc..

The analysis of their responses is presented in the form of the Actual Bar Diagram.

A few students have not answered this question.

Pr- Prose

Gr – Grammar

Po - Poem No

Ans – No Answer

Cs – Communication Skill

TB – Textbook

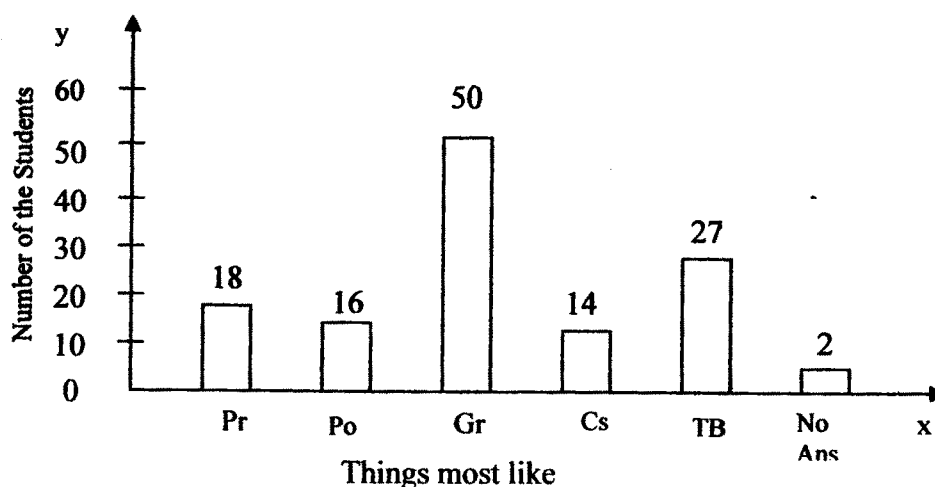
B.A.I Students in the Rural Colleges

Scale

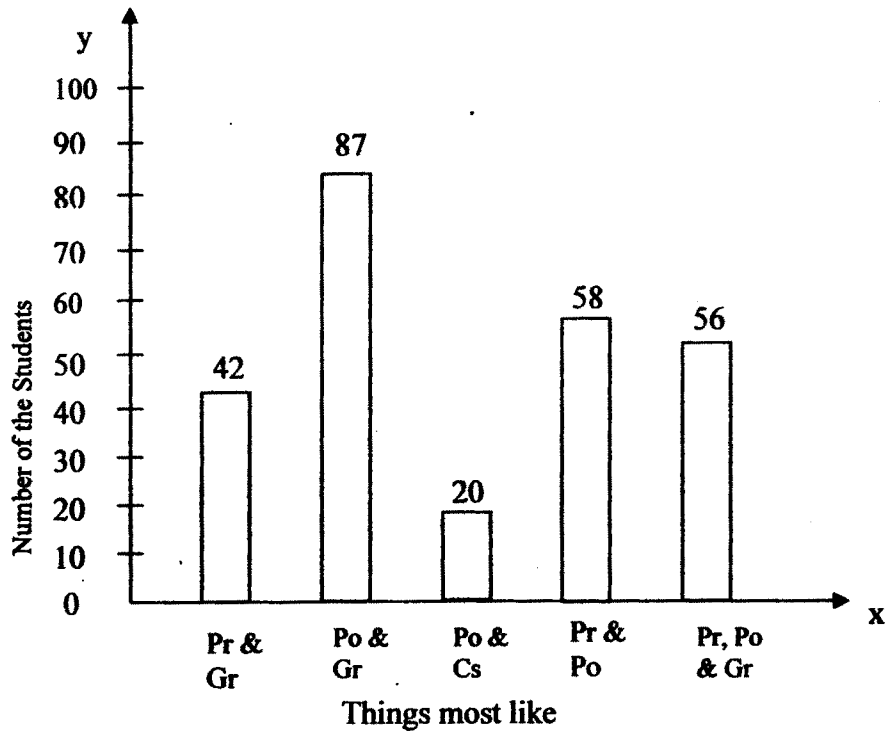
On Y axis

1 cm = 10 students

xxvii)



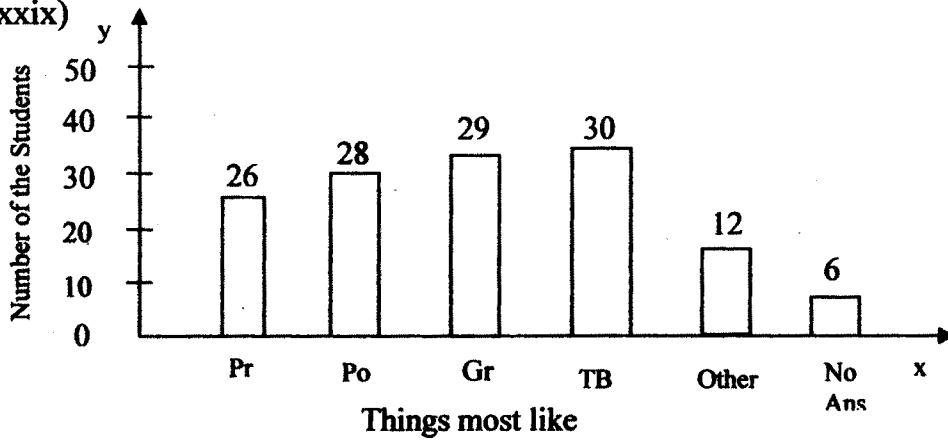
xxviii)



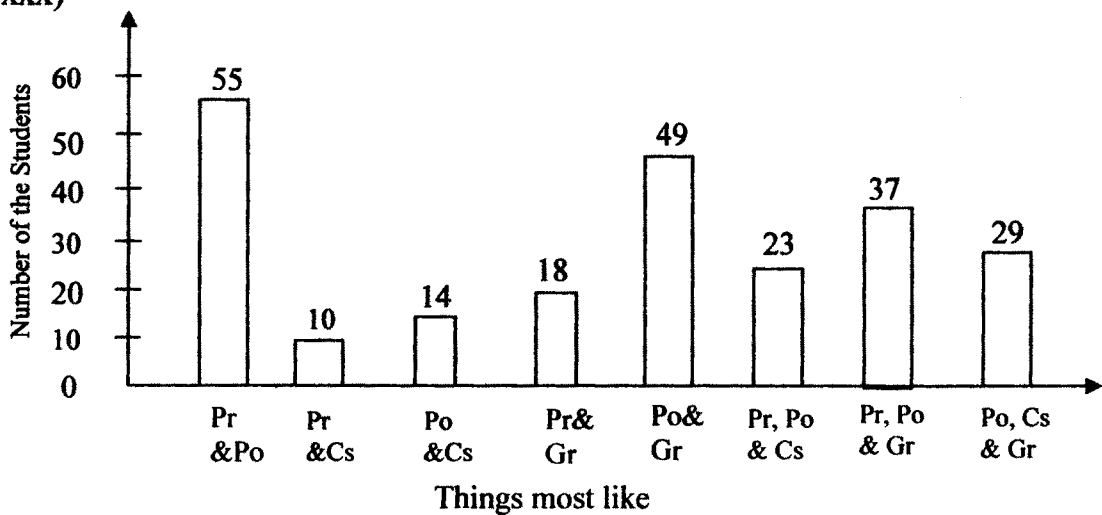
B.A. I

B.A.I Students in the Urban Colleges

xxix)

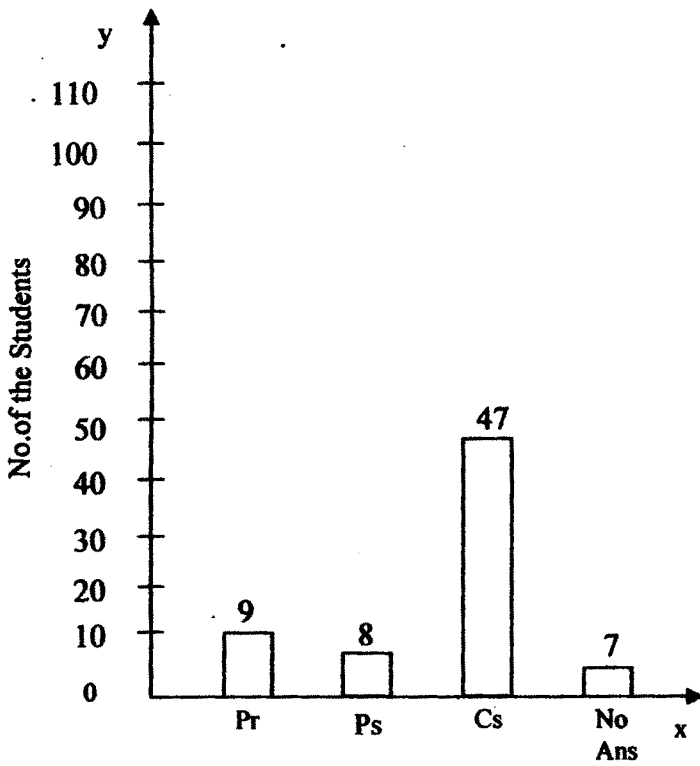


xxx)



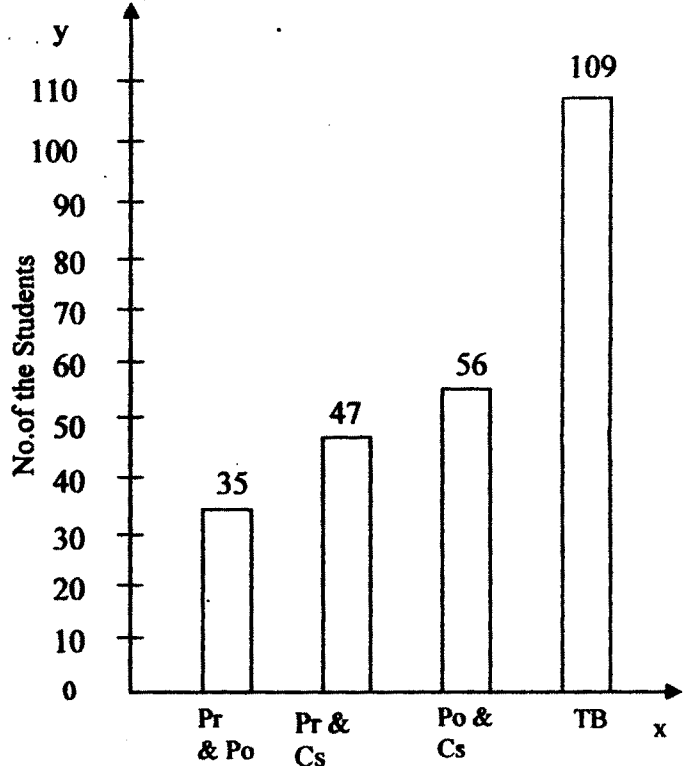
B.A.II Students in the Rural Colleges

xxxii)



Things most like

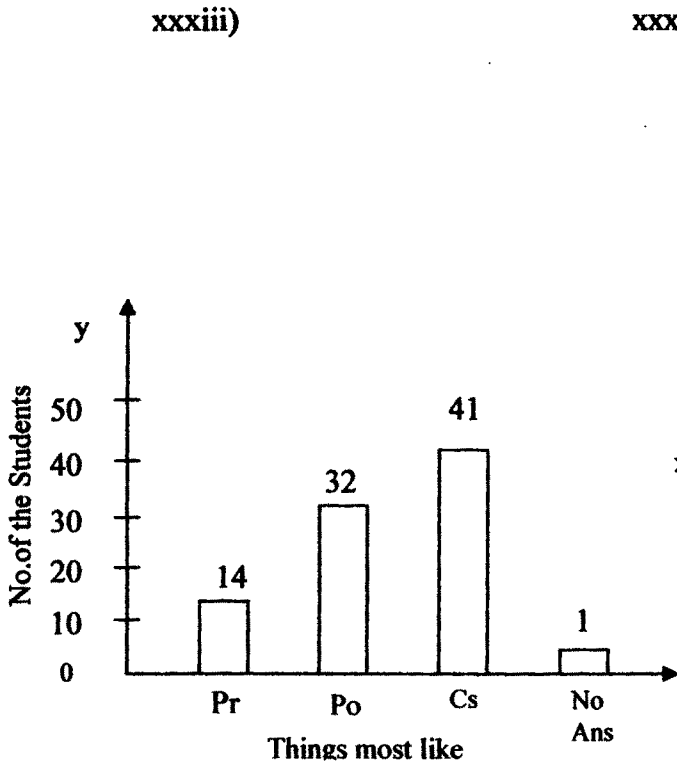
xxxii)



Things most like

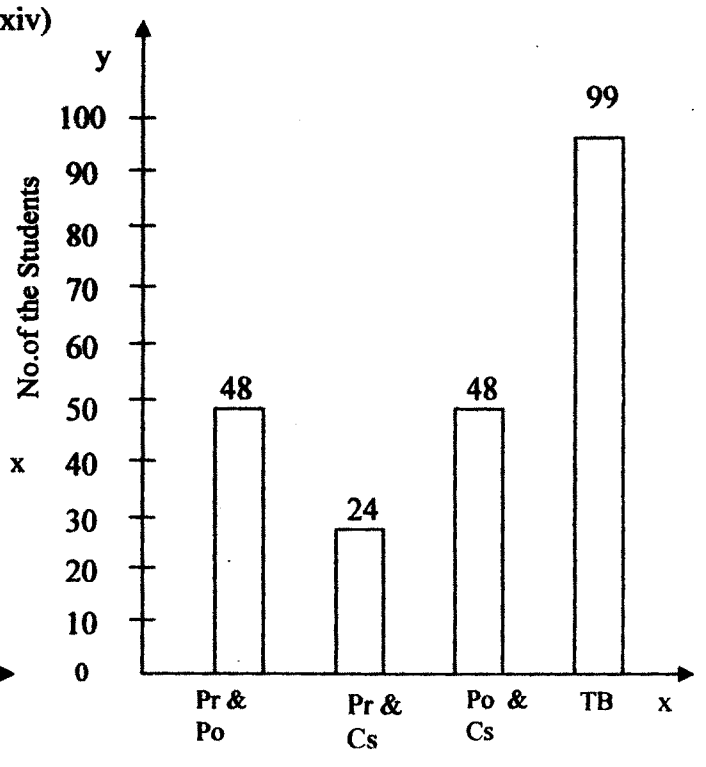
B.A.II students in the Urban Colleges

xxxiii)



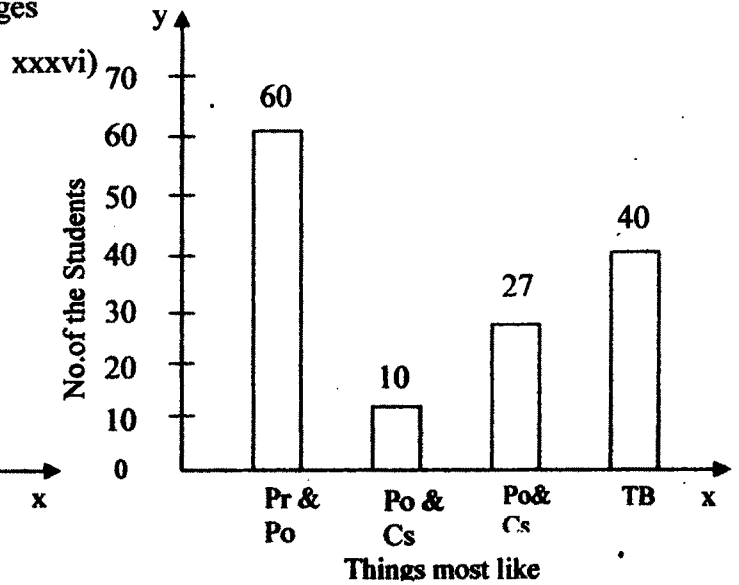
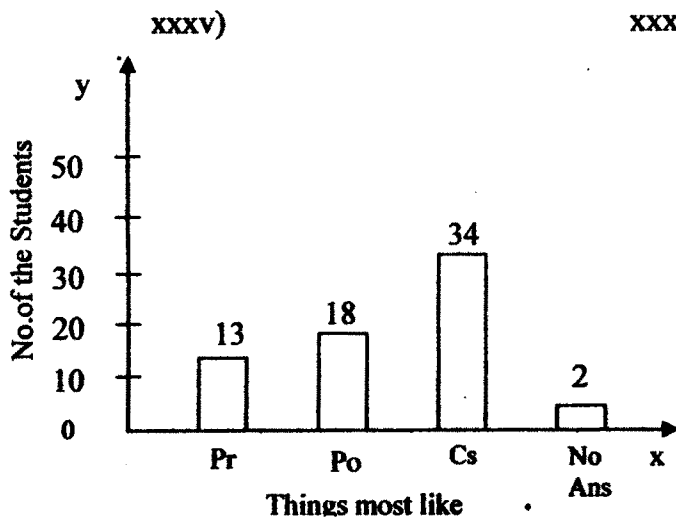
Things most like

xxxiv)

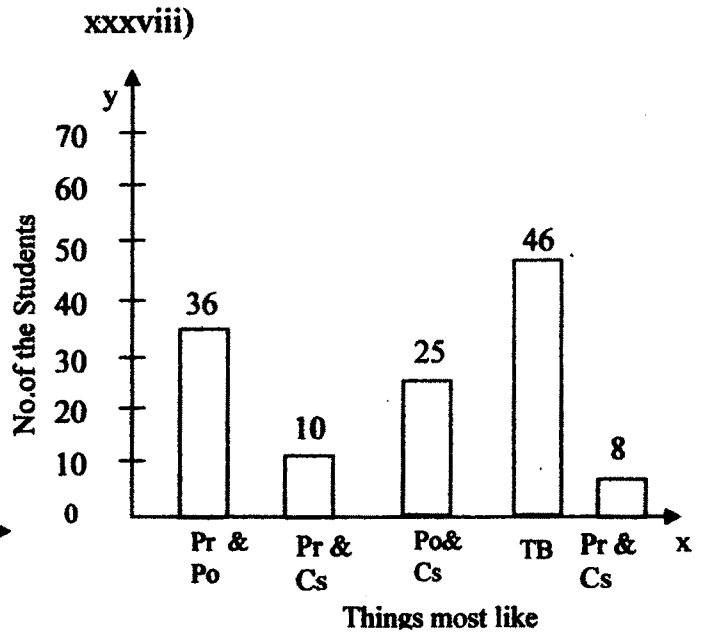
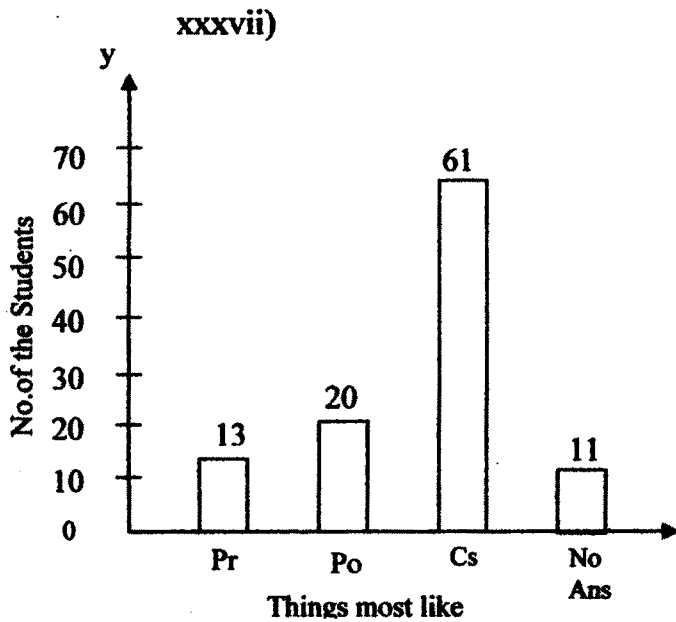


Things most like

B.A. III Students in the Rural Colleges



B.A. III Students in the Urban Colleges



Q. 15 Mention the things you don't like about the textbook?

The students responded to this question in a vivid manner. Some students don't like only prose, or poetry, or grammar, or communication skills. There are some students who don't like both prose passages and poems, or poems and communication skills, or poems and grammar or prose passages and grammar, or grammar and communication skills. Some of the students have mentioned the topics which they don't like. They are given below:

B.A. II : Some students don't like the topics as 'Journalistic Reporting',
'Notice Agenda and Minutes', 'Copy Editing' etc..

B.A. III : A few students don't like 'Developing Vocabulary'

Some students have not answered this question.

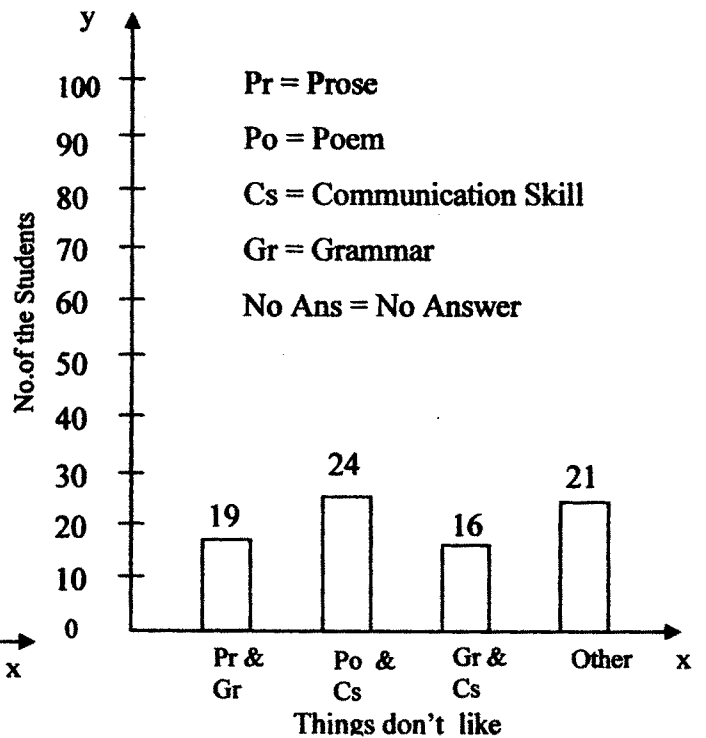
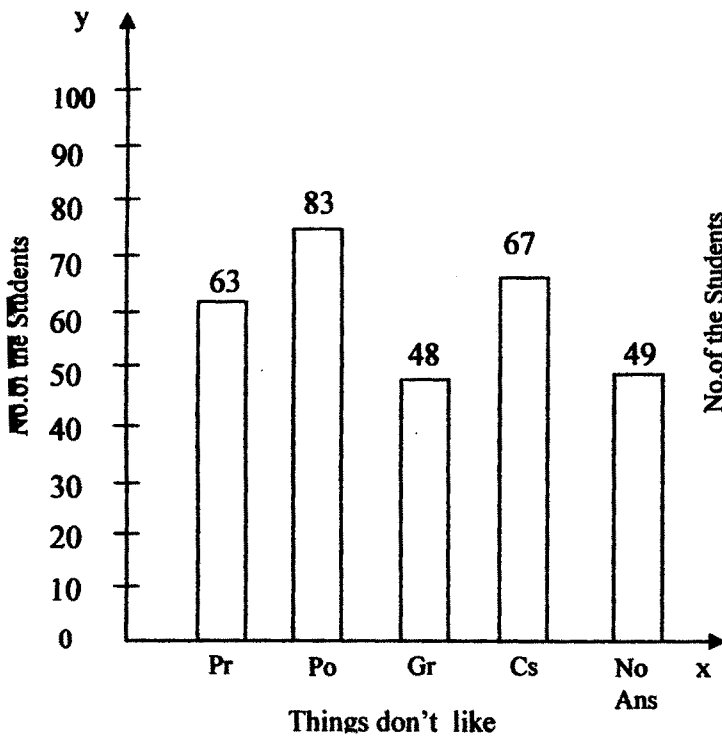
Some suggestions are made by the students. Most of the students suggest the addition of the Speaking Skill in the textbook. They suggest to select interesting prose passages and poetry.

The analysis of the responses is presented in the form of the 'Actual Bar Diagram'.

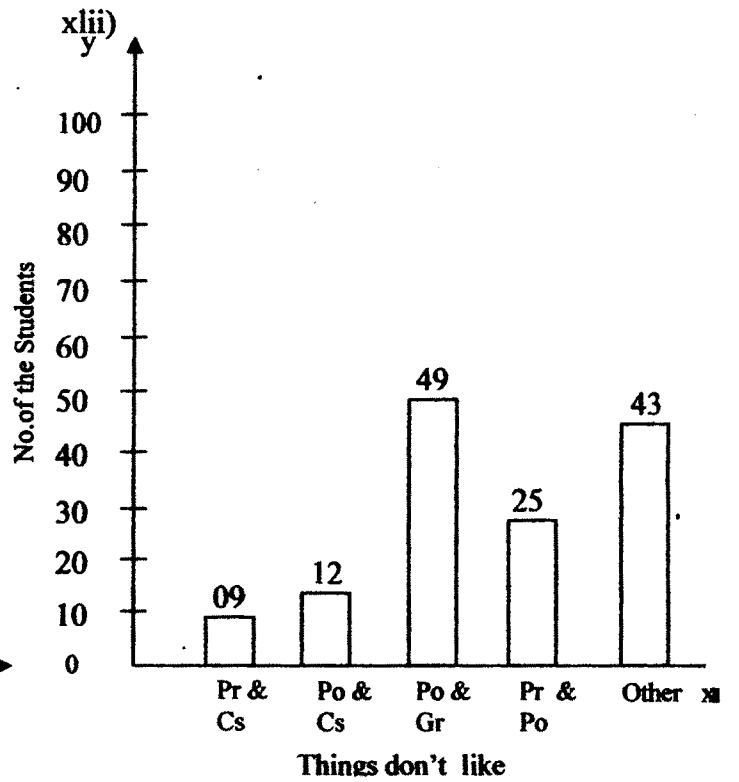
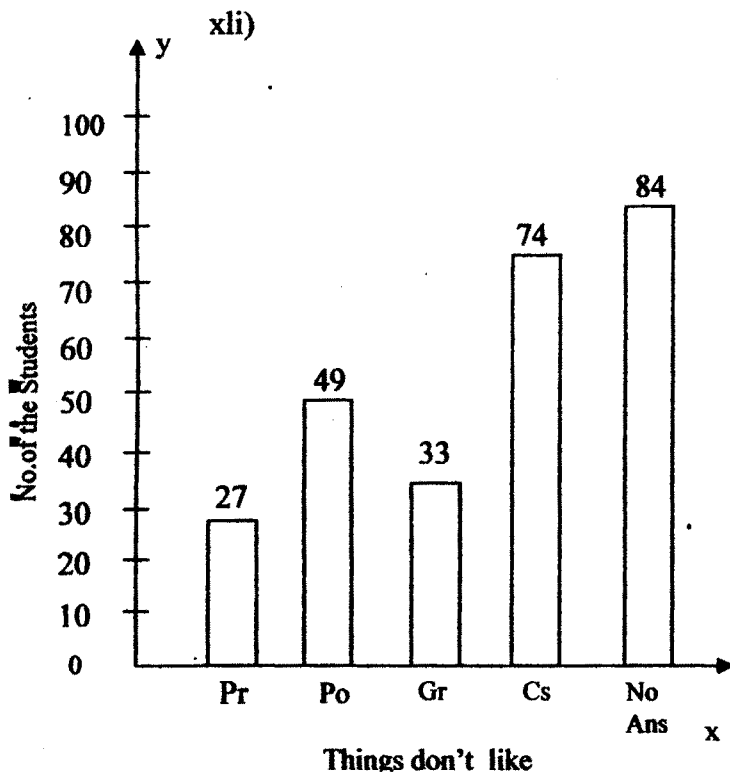
B.A. I Students in the ^{Rural} ~~Urban~~ Colleges

xxxix)

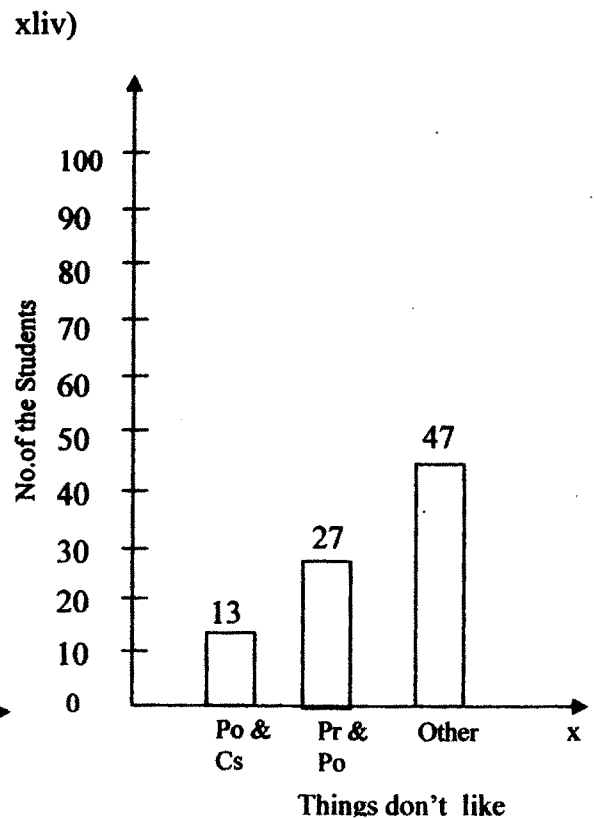
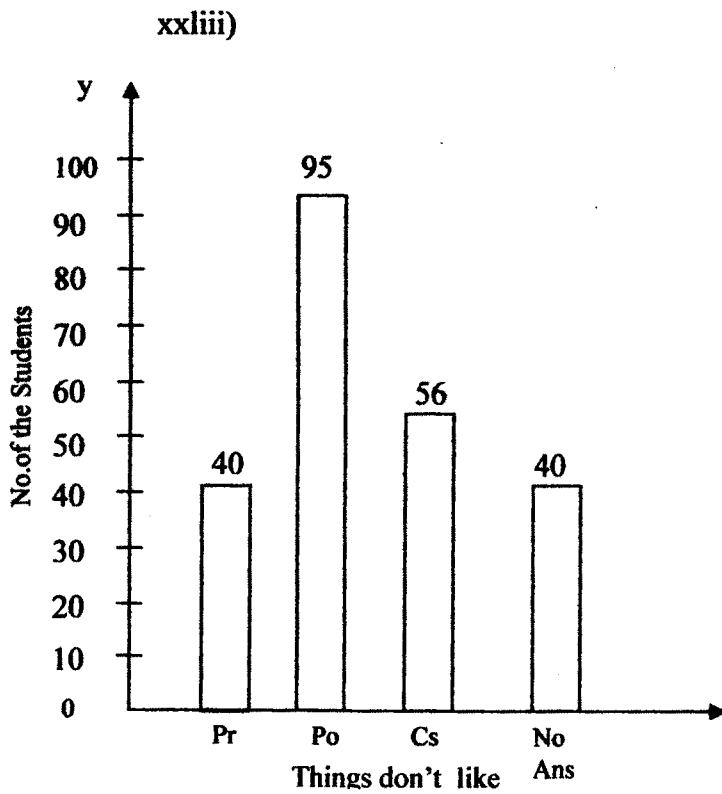
xl)



B. A. I Students in the Urban Colleges

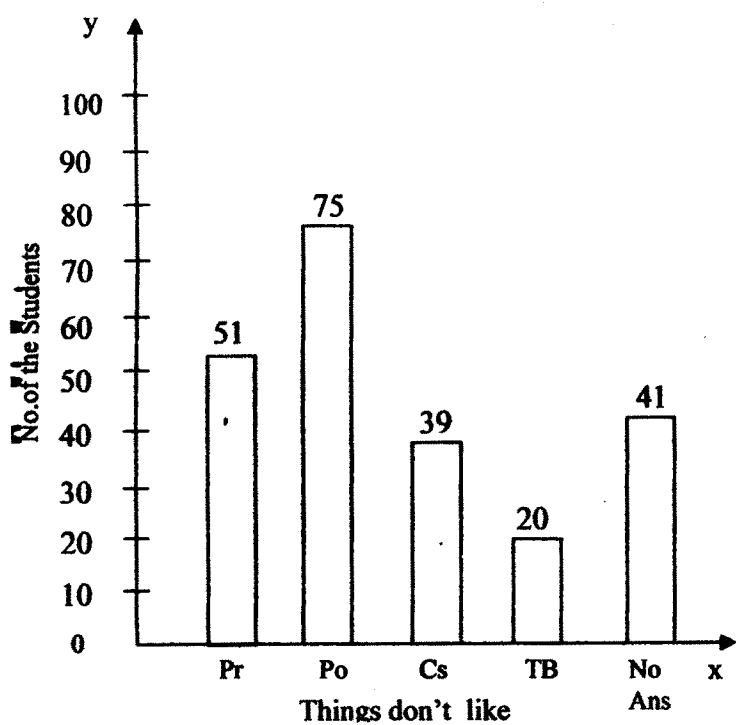


B.A.II Students in the Rural Colleges

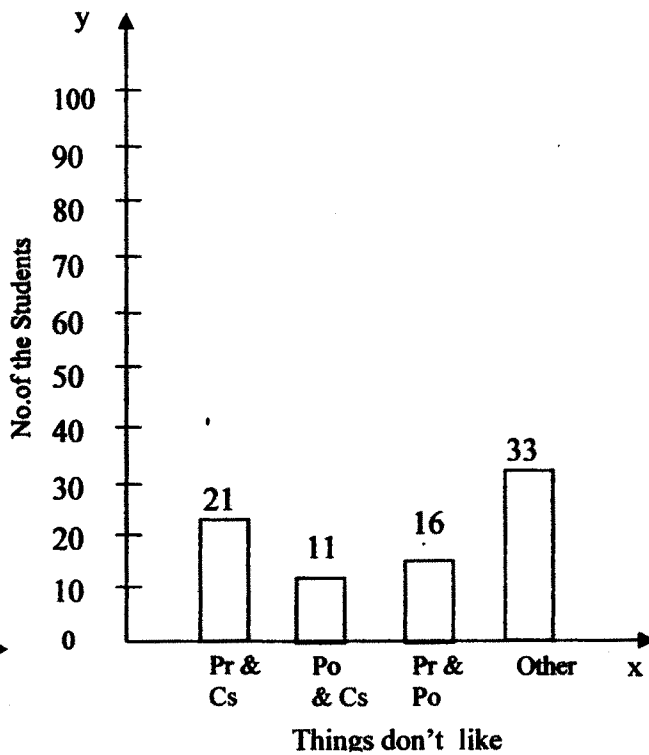


B.A.II Students in the Urban Colleges

xliv)

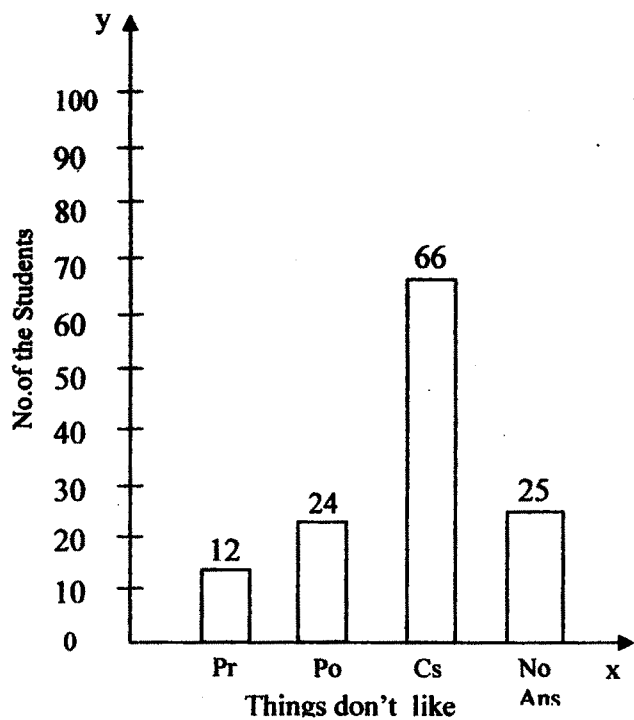


xlvi)

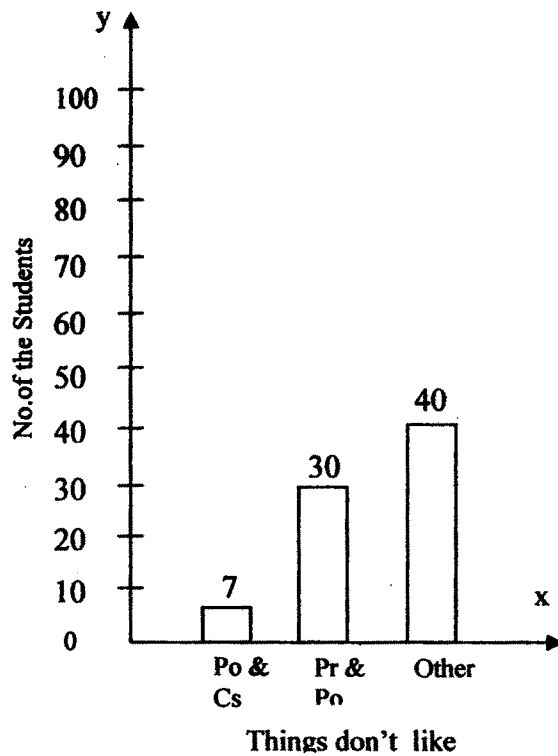


B.A. III Students in the Rural Colleges

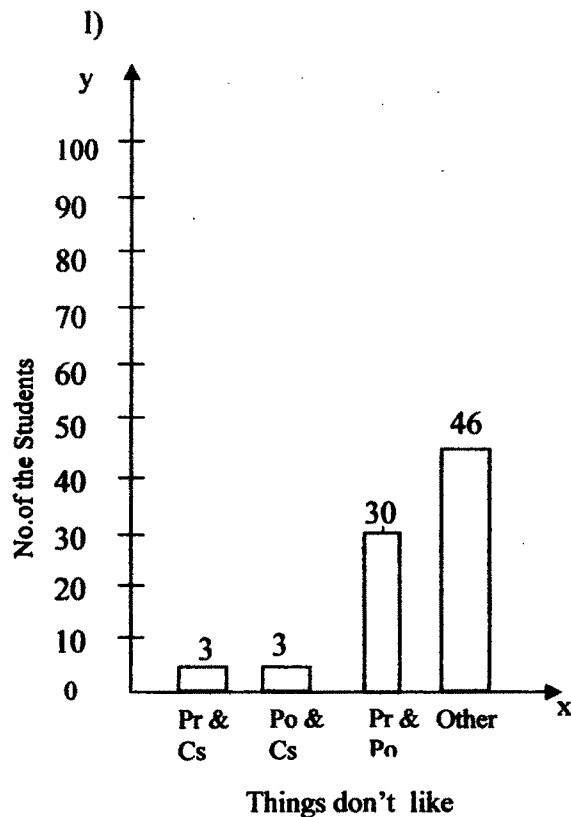
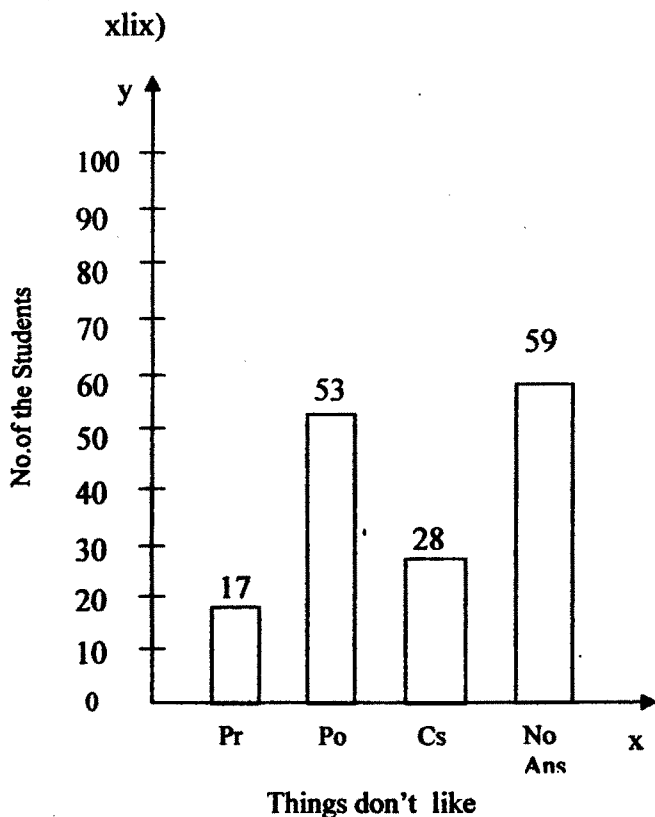
xlvii)



xlviii)



B. A. III Students in the Urban Colleges



B. Assessment of the Responses:

From the Bar Diagrams (i & ii), it appears that most of the students in Urban and Rural Colleges find the textbooks prescribed for their classes i.e. B.A. I, B.A.II, B.A.III interesting. It is important to note that 100% students of B.A. II class in Rural Colleges find their textbook interesting.

It can be seen from the Bar Diagrams (iii & iv) that most of the students of B.A. II and B.A. III in Urban and Rural Colleges don't find their textbooks difficult to understand. But compared to the students of B.A. I in Urban Colleges, most of the students of B.A.I in Rural Colleges find their textbook difficult to understand.

The Bar Diagrams (v & vi) indicate that the number of the students who use their own copy of the textbook in Urban Colleges is more compared to the number of the students in Rural Colleges. The number of such students decreased from B.A. I to B. A. III in Urban Colleges, while in Rural Colleges compared to B.A. I , a few students of B.A. II and B.A. III have their own copies of the textbook.

The Bar Diagrams (vii & viii) show that compared to the Rural areas the textbooks are easily available in Urban area.

Most of the B.A.I students in Urban Colleges use their textbook frequently, while B.A.II and B.A.III students use it only sometimes. Most of the B.A.I, B.A.II and B.A.III students only, in Rural Colleges use their textbooks sometimes. Compared to B.A.I & B.A.III students in Rural colleges, there are more frequent users of the textbook in Urban Colleges. A few students use the textbook very rarely.

According to the Bar Diagrams (xi & xii) most of the B.A.II students in Urban and Rural Colleges think that their textbook helps them 'very much' to learn English. B.A.I students in Urban colleges think that their textbook helps them to learn English 'very much' but most of B.A.I students in Rural Colleges think that it helps them 'to some extent'. Most of the B.A.III students in Urban Colleges think that their textbook helps them 'to some extent' to learn English, but B.A.III students in Rural Colleges think that it helps them 'very much'.

Most of the B.A.I, B.A.II and B.A.III students in Urban Colleges and most of the B.A.I and B.A.II students in Rural colleges find their present textbook different from the last year textbook. All B.A.III students find their present textbook different from the last year textbook. Compared to B.A.I students in Urban Colleges, more B.A.I students in Rural colleges think that their present textbook is different from last year textbook, i.e. XII std. textbook.

It becomes clear from the Bar Diagrams (xv & xvi) that most of the B.A.I, B.A.II and B.A.III students in Urban and Rural colleges think their textbook is advanced compared to the last year textbook.

The Bar Diagrams (xvii & xviii) show that most of the B.A.I, B.A.II and B.A.III students in Urban and Rural Colleges find the exercises on Communication Skills as useful.

It can be seen from the Bar Diagrams (xix & xx) that most of the students in Urban and Rural colleges are of the view that the tasks given in the textbook provide enough practice in Writing Skill.

It appears from the Bar Diagrams (xxi & xxii) that most of the B.A.I, B.A.II, and B.A.III students in Urban and Rural colleges think that the Comprehension questions given in the textbook are 'manageable'. A few students in Urban and Rural Colleges feel these questions 'very easy'. Compared to the Urban Colleges, more students in Rural Colleges feel these questions 'difficult'. Less number of the students both Urban and Rural feel these questions 'very difficult'.

It appears from the Bar Diagrams (xxiii & xxiv) that most of the students in Urban and Rural Colleges, more students in Urban Colleges enjoy learning English.

The Bar Diagrams (xxv & xxvi) show that most of the students in Urban and Rural Colleges don't think English as difficult to learn. The number of the students who feel English is difficult to learn decreases from B.A.I to B.A.III in Rural Colleges. Also in Urban Colleges compared to B.A.I, most of the B.A.III students don't think of English as difficult to learn. But compared to Urban Colleges, more students in Rural Colleges feel English difficult to learn.

It appears from the Bar Diagrams (xxvii & xxviii) that most of the B.A.I students in Rural colleges like Poems and Grammar both. Next in preference is prose passages and poems both. According to the Bar Diagrams (xxix & xxx) most of the B.A.I students in Urban colleges also like Poems and Prose Passages. Next in preference poems and Grammar. The Bar diagrams (xxxi & xxxii) show that most of the B.A.II students in Rural Colleges like the 'Textbook' itself and next to it poems and communication skills both. Some things may be observed in the Bar diagrams (xxxii & xxxiv) which show that most of the B.A.II students in Urban Colleges like the 'Textbook' itself and given next to it, poems and communication skills both, as well as prose passages and poems. It can be seen from the Bar diagrams (xxxv & xxxvi) that most of the B.A.III students in the Rural Colleges like prose passages and poems both. It appears from the Bar Diagrams (xxxvii & xxxviii) that most of the B.A.III students in Urban Colleges like

communication skills included in the textbook. A few students have not answered this question.

It appears from the Bar Diagrams (xxxix & xl) that most of the B.A.I students in Rural Colleges don't like poems. The Bar Diagrams (xli & xlii) show that most of the B.A.I students in Urban Colleges have not mentioned topics they don't like but among those who have answered, most of the students don't like Communication Skills included in their textbook. It can be seen from the Bar Diagrams (xlili & xliiv) that most of the B.A.II students in Rural Colleges don't like poems included in their textbook. According to the Bar Diagrams (xlv & xlvi) most of the B.A.II students in Urban Colleges also don't like poems. It appears from the Bar diagrams (xlvii & xlviii) that most of the B.A. III students in Rural Colleges don't like communication Skills included in their textbook. It can be seen from the Bar Diagrams (xlix & l) that most of the B.A.III students in Urban Colleges have not cited the topics they don't like but among those who have answered, most of the students don't like the poems included in their textbook.
